



2005 Accountability Progress Report

Information Guide

August 2005

**Prepared by the
California Department of Education**

This *Information Guide* provides technical information for assisting accountability coordinators at local educational agencies (LEAs) in coordinating local efforts to meet state and federal accountability requirements. The guide focuses on the background and calculation of the 2005 Accountability Progress Reports, which can be accessed on the California Department of Education (CDE) Web site on August 31, 2005 at <http://ayp.cde.ca.gov>.

The guide is not intended as a substitute for state and federal laws or regulations or to detail all of a coordinator's responsibilities in administering accountability requirements in an LEA or school. Material provided in the guide should be used in conjunction with academic accountability information provided on the CDE Web site at <http://www.cde.ca.gov>.

This publication is available on the CDE Web site and can be accessed at <http://www.cde.ca.gov/ta/ac/ay/>. Material in this publication is not copyrighted and may be reproduced.

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I. General Information

New in 2005

What Is the 2005 Accountability Progress Report?

Talking Points for Local Educational Agencies (LEAs)

Sample 2005 Accountability Progress Reports

Accountability Reports Timeline

New in 2005

Topic	Description	For More Information
AYP Targets Increase	<ul style="list-style-type: none"> ■ AYP targets increase in 2005 for all schools and local educational agencies (LEAs). 	<p>“Changes to 2005 AYP Calculations” (page 38)</p> <p>“AYP Targets, 2002–2014” (pages 44 to 46)</p>
PI Identification for LEAs Changed During 2004–05	<ul style="list-style-type: none"> ■ A minimum API for the socioeconomically disadvantaged subgroup was eliminated as a criterion for Program Improvement (PI) identification for LEAs. Instead, the criteria were changed to two steps. An LEA that receives Title I, Part A, funds is identified for PI if it: <ul style="list-style-type: none"> • Does not make AYP in the same content area (English-language arts [ELA] or mathematics) AND does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten) for two consecutive years <p>OR</p> <ul style="list-style-type: none"> • Does not make AYP on the same indicator (API or graduation rate) for two consecutive years 	<p>“Changes to 2005 AYP Calculations” (pages 38 to 39)</p> <p>“LEA Accountability” (page 81)</p>
Changes to Accountability Workbook	<ul style="list-style-type: none"> ■ The U.S. Department of Education (ED) gave approval to a set of amendments which result in changes to the AYP calculations: <ul style="list-style-type: none"> • If a school, LEA, or subgroup does not meet the 2005 participation rate or Annual Measurable Objectives (AMOs) criteria, a two-year or three-year average, i.e., aggregation, is used. • For schools or LEAs with fewer than 100 valid test scores, the confidence interval is moved from 95 percent to 99 percent. • Direct-funded charter schools receive the authorizing charter agency’s percent proficient or graduation rate results if no test scores or graduation rates respectively are available. 	<p>“Changes to 2005 AYP Calculations” (pages 39 to 41)</p> <p>“Formulas for 2005 AYP Participation Rate Calculation” (page 51)</p> <p>“Formulas for 2005 AYP Percent Proficient Calculation” (page 55)</p> <p>“2005 Percent Proficient, Small School/LEA Criteria” (pages 53 to 54)</p> <p>“Charter Schools” (page 71)</p>

Topic	Description	For More Information
Changes to Accountability Workbook (continued)	<ul style="list-style-type: none"> • County offices of education high schools or programs that do not have graduation as a primary mission receive the graduation rate of the county as a whole. • PI Identification for Targeted Assistance Schools (TAS) is based in part on results of the socioeconomically disadvantaged (SED) subgroup further disaggregated into all numerically significant racial/ethnic, students with disabilities, and English learner subgroups. • A 75 percent confidence interval is incorporated into safe harbor criteria. • Test results of students enrolled at a county office of education or school district special education school who list a district of residence code are assigned to the district of residence for LEA reports. • Participation rates for schools and LEAs with 100 or more enrollment now use conventional rounding rules. 	<p>“Schools or LEAs with Limited Results” (page 68)</p> <p>“School Accountability” (page 77)</p> <p>“Safe Harbor” (pages 61 to 63)</p> <p>“Inclusion/Exclusion Rules” (page 91)</p> <p>“2005 AYP Criteria Summary” (page 48)</p>
Transitional Policy Option for Modified Achievement Standards	<ul style="list-style-type: none"> ■ The U.S. Department of Education (ED) gave approval for flexibility regarding students with disabilities that result in changes to the AYP calculations: <ul style="list-style-type: none"> • If a school or LEA does not make AYP in 2005 solely due to its students with disabilities subgroup not meeting AMOs in either English-language arts and/or mathematics, 20 percentage points are added to the school's or LEA's percent proficient or above for the students with disabilities subgroup. 	<p>“Changes to 2005 AYP Calculations” (page 40)</p> <p>“Requirement 2: Percent Proficient” (pages 51 and 52)</p>
PI Information Reports	<ul style="list-style-type: none"> ■ PI information will be included in the 2005 Accountability Progress Reports for schools and LEAs on September 15, 2005. A separate Title I PI Status Report will not be provided in 2005. 	<p>“Federal PI Information” (page 6)</p> <p>“Sample 2005 Accountability Progress Reports” (pages 19 to 20 and 27 to 28)</p>

What Is the 2005 Accountability Progress Report?

On August 31, 2005, the 2005 Accountability Progress Reports will be posted on the California Department of Education (CDE) Web site at <http://ayp.cde.ca.gov>. These reports for schools and local education agencies (LEAs) provide information prior to the beginning of the 2005–06 school year about their current progress on the state Academic Performance Index (API) for the 2004–05 API reporting cycle as well as the results of the federal 2005 Adequate Yearly Progress (AYP). An LEA is considered either a school district or county office of education for AYP purposes.

The 2005 Accountability Progress Reports provide information on:

- State API results that focus on the reporting of year-to-year growth in achievement
- Federal AYP results that feature a comparison of school and LEA results against statewide targets
- Federal Program Improvement (PI) information confirming that a school or LEA is identified for PI and required to implement specific intervention activities as a result of missing AYP for multiple years

For a summary of key dates in accountability reporting for 2005, please refer to the “Accountability Reports Timeline” on pages 29 and 30.

State API Results

California’s accountability requirements, reported in terms of API criteria, measure the academic success of a school on the basis of how much it improves annually. Schools have a minimum growth target for the school year, and the target varies according to the API score at the beginning of the year. The growth in the school’s API reflects the progress the school made from one year to the next.

The 2005 Accountability Progress Report includes the 2004 API Base, the 2005 API Growth, and the schoolwide or LEA-wide growth in the API from 2004 to 2005. The report does **not** include API scores for numerically significant student subgroups. These data elements will appear as usual on the 2004–05 API Growth Report, which will be released in October 2005. LEAs and schools in the Alternative Schools Accountability Model (ASAM) do not receive API growth targets.

Federal AYP Results

Federal accountability requirements, reported in terms of AYP criteria, measure the academic success of a school or LEA according to how well it meets common performance targets. It assumes all schools or LEAs must meet the same academic achievement levels statewide. For example, all elementary schools must have at least 24.4 percent of their students at the proficient level or above in English-language arts (ELA) to make AYP for 2005. Although a school may have shown 100 points in API growth from 2004 to 2005 for state requirements, it must meet all minimum AYP criteria to make AYP for 2005. The school may need to meet as many as 46 criteria to make AYP.

Federal regulations require that all California schools and LEAs receive an annual AYP determination. The 2005 Accountability Progress Report includes all the elements used to determine AYP for a school or LEA. The elements used to establish AYP in 2005 include:

- Participation rate of 95 percent or greater in the 2005 assessments used to establish the percentage of students at the proficient level or above for AYP
- Percentage of students performing at the proficient level or above in ELA and mathematics on the 2005 assessments as compared to the NCLB performance targets called Annual Measurable Objectives (AMOs)
- Schoolwide or LEA-wide 2005 API Growth
- Schoolwide or LEA-wide graduation rate for schools or LEAs with high school students (Class of 2003–2004)

A summary of specific 2005 AYP criteria is listed on pages 48 and 49.

The 2005 Accountability Progress Report includes a breakdown of the participation rates and the percentage of students scoring at the proficient level or above for all numerically significant student subgroups. The report also includes the 2005 API Growth and graduation rate, if applicable. A school or LEA must meet all four elements described above to make AYP in 2005.

The Accountability Progress Report for 2005 reflects a number of operational changes since the 2004 reports. These revisions have resulted from amendments to California's Accountability Workbook. All are effective for the 2005 AYP results and are not retroactive to the 2004 AYP results. "Changes in 2005 AYP Calculations" on pages 38 to 41 summarizes these amendments and other revisions to the AYP section of the Accountability Progress Report.

Federal PI Information

The 2005 AYP results are provided prior to the 2005–06 school year in accordance with NCLB requirements so that schools and LEAs identified as PI can implement required services as early as possible. Schools and LEAs that receive federal Title I funds may be identified as PI based upon this information. If a school, LEA, or subgroup misses any one criterion, the school or LEA does not make AYP and could be identified for PI.

On September 15, 2005, information on the PI status of a school or LEA will be integrated into the Accountability Progress Reports. Unlike the past, a separate Title I Program Improvement Status Report in 2005 will not be provided. The Accountability Progress Reports include information on whether a school or LEA is in PI, the year of PI implementation, and the prior PI status. Specific 2005–06 PI identification criteria for schools and LEAs are listed in the “School Accountability” section on pages 77 to 80 and in the “LEA Accountability” section on pages 81 to 89.

2005 AYP Appeals

All schools and LEAs have the opportunity to appeal their 2005 AYP results. Specific information on the grounds for appeal as well as appeal procedures were sent to schools and LEAs in August 2005. Appeals of the 2005 AYP determination will be accepted due to (1) error by the CDE in calculating participation rate, AMOs, API, or graduation rate, (2) a substantive reason, such as a natural disaster, (3) a significant medical emergency, or (4) use of pair and share data from another school or LEA. In the case of pair and share, the school or LEA will need to submit results or other data that are a more valid measure of performance than the data shown on the 2005 Accountability Progress Report.

The accuracy of demographic and other background data submitted as part of the assessment process is the final responsibility of the school or LEA. As in 2004, the CDE does not accept 2005 AYP appeals from schools and LEAs on the grounds that erroneous data were submitted to the test publisher or to the California Basic Educational Data System (CBEDS). Appeals made on those grounds will not be processed. The CDE expects these data issues to be resolved through the data review and correction process beginning in August 2005. Whenever possible, LEAs should correct erroneous data submitted on student answer documents (SADs) through the test publisher. Schools and LEAs with data corrections will remain in the same AYP status as reported on August 31, 2005, until all data correction procedures are complete. This likely will occur in late January 2006.

For further information about AYP appeals, please refer to the “AYP Appeals Process” section on pages 64 and 65.

Differences in State and Federal Accountability Criteria

It should be noted that meeting state API accountability requirements is different than meeting federal AYP accountability requirements, particularly relating to API measurements. The API is used in both state and federal accountability criteria, but the requirements for the API differ. In order to meet its API growth target under current state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 OR maintain its API score at or above 800. In order to meet AYP under federal requirements, however, a school or LEA must have a minimum participation rate and a percentage of its students at the proficient level or above in ELA and mathematics, attain a minimum API of 590 or API growth of at least one point, and meet graduation rate requirements if it enrolls high school students.

Updates to the Report

The 2005 Accountability Progress Report is scheduled to be updated in September 2005, October 2005, November 2005, and January 2006 to incorporate data changes, safe harbor calculations, and appeals decisions.

Talking Points for Local Educational Agencies (LEAs)

- California's 2005 Accountability Progress Report shows the current progress of our school district (county office of education) and each school on the state API for the 2004–05 reporting cycle and results of the federal 2005 Adequate Yearly Progress (AYP).
- The state accountability system, with the API as its cornerstone, focuses on the importance of academic growth from year to year for local educational agencies (LEAs) and their schools. The measurement of success for each school is improvement. LEAs include school districts and county offices of education.
- The 2004–05 API continues to emphasize standards-based assessments as primary measures of students' academic achievement. These state tests include the *California Standards Tests (CSTs)*; the *California High School Exit Examination (CAHSEE)* for schools with high school students; and the *California Alternate Performance Assessment (CAPA)*. The CAPA is a standards-based assessment for students with significant cognitive disabilities who are unable to take the CSTs.
- The CSTs, the CAPA, and the CAHSEE are closely aligned to state content standards. Our schools have worked hard to incorporate state standards into the curriculum and classroom instruction, with textbooks that address the same standards.
- In the August 2005 Accountability Progress Report, we only received API results for the schoolwide and LEA-wide levels. The information provided, however, gives us a good sense of how well our schools will do when the complete 2004–05 API Growth reports are released in October. The October report will include information on the performance of student subgroups.
- Federal accountability requirements under No Child Left Behind (NCLB) determine academic success on whether schools or LEAs meet annual performance targets. These targets are the same for all schools or LEAs of the same type.
- The targets for meeting AYP criteria increased for all schools and LEAs in 2005.

	<ul style="list-style-type: none"> ■ With the current AYP structure there are up to 46 different criteria for schools and LEAs to meet in order to make AYP targets. The number of criteria depends on the type of school (elementary, middle, or high school) or LEA (elementary school district, unified school district, high school district, or county office of education) and the number of numerically significant student subgroups within that school or LEA.
Option 1	<ul style="list-style-type: none"> ■ Through the outstanding efforts of our staff, students, and families, (some, many, all) schools in our school district met all of the criteria to make AYP for 2005. The targets were met schoolwide as well as for each numerically significant subgroup in the schools.
Option 2	<ul style="list-style-type: none"> ■ The staff, students, and families at (some, many, all) schools in our school district are to be commended for meeting one or more of the 2005 AYP criteria. However, these schools did not make AYP for 2005 because they did not meet all of the requirements. ■ Schools in our school district that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements. Schools that are identified as Program Improvement (PI) must offer school choice with paid transportation to students for the 2005–06 school year for attending another public school that is not PI in the school district. Some schools in PI also may need to provide supplemental services to eligible students in the school and be subject to other federal sanctions. ■ We are notifying families and staff of Title I PI schools that are subject to additional federal requirements.
Option A	<ul style="list-style-type: none"> ■ Our school district (county office of education) met all of its criteria to make AYP for 2005. The targets were met districtwide (for the county office of education as a whole) as well as for each numerically significant subgroup in the school district (county office of education).
Option B	<ul style="list-style-type: none"> ■ Our school district (county office of education) met one or more of its criteria to make AYP for 2005. However, the school district (county office of education) did not make AYP for 2005 because it did not meet all of the requirements. ■ School districts or county offices of education that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements. ■ We are notifying families and staff in our school district (county office of education) of any additional federal requirements as a result of our AYP status.

- Our immediate challenge is to help all families, students, staff, and community members understand the AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years.
- Our schools will be scheduling a series of informational meetings about the API and AYP and preparing explanatory information for mailings to parents.
- The goal for each of our schools is to ensure that all students master the knowledge and skills they need to succeed. Our staffs, students, families, and community leaders will continue working together to make sure this goal is reached.

Sample 2005 Accountability Progress Reports

School Report

1. Summary
2. API Chart
3. AYP Overview
4. AYP Chart
5. AYP Report
6. PI Report

Local Educational Agency (LEA) Report

1. Summary
2. API Chart
3. AYP Overview
4. AYP Chart
5. AYP Report
6. PI Report
7. PI Report for Grade Spans

Description of Menu Bar

The 2005 Accountability Progress Report includes a menu bar on each section or page for easy navigation. Each section of the menu bar is described below. As indicated for certain sections, the reports will be updated throughout the 2005–06 school year as data become available.

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

- The **Summary** provides key information about API, AYP, and PI results: growth in the API from 2004 to 2005, whether AYP was met for 2005, and whether the school or LEA is in PI.
- The **API Chart** shows API results in a bar chart format and includes comparison results for the school, LEA, county (on the LEA report), and state. (This report repeats the previous year's format.)
- The **API Report** refers to the 2004–05 API Growth report that is scheduled to be released in October 2005. Once these API Growth reports are released, the 2005 Accountability Progress Reports will be updated.
- The **API Guide** refers to the *2004–05 API Growth Information Guide* that is scheduled to be available in October 2005.
- The **API Glossary** refers to the glossary of terms for the API section of the Accountability Progress Reports and is posted on the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>. This section will be updated in October 2005.
- The **AYP Overview** provides overall information that shows whether a school or LEA made AYP in each content area and on each indicator.
- The **AYP Chart** shows AYP percent proficient results in bar chart format at the schoolwide, LEA-wide, and subgroup levels.
- The **AYP Report** shows the AYP results in detail at the schoolwide, LEA-wide, and subgroup levels. (This report repeats the previous year's format.)
- The **AYP Guide** refers to the *2005 Accountability Progress Report Information Guide* (this document).
- The **AYP Glossary** refers to the glossary of terms for the AYP section of the Accountability Progress Report and is posted on the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.
- The **PI Report** provides detailed PI information for schools and LEAs that receive Title I funds, including socioeconomically disadvantaged subgroup results for Targeted Assistance Schools (TAS). For LEAs in PI, the report will also include grade span reports for 2004 and 2005.
- The **PI Glossary** refers to the glossary of terms for the PI section of the Accountability Progress Report and is posted on the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Sample School Report 1: Summary



School Summary 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this local educational agency (LEA) ☐

- LEA report
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI		
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

State Accountability: Academic Performance Index (API)

2004 API	2005 API	Growth in the API from 2004 to 2005
707	686	-21

Met schoolwide 2004-05 API growth target: **No**

API subgroup information will be made available in October 2005.

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: **No**

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Program Improvement (PI)

PI School **Yes**

Sample School Report 2: API Chart



School Academic Performance Index Chart 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this local educational agency (LEA) ▼

- LEA report
(An LEA is a school district or county office of education.)

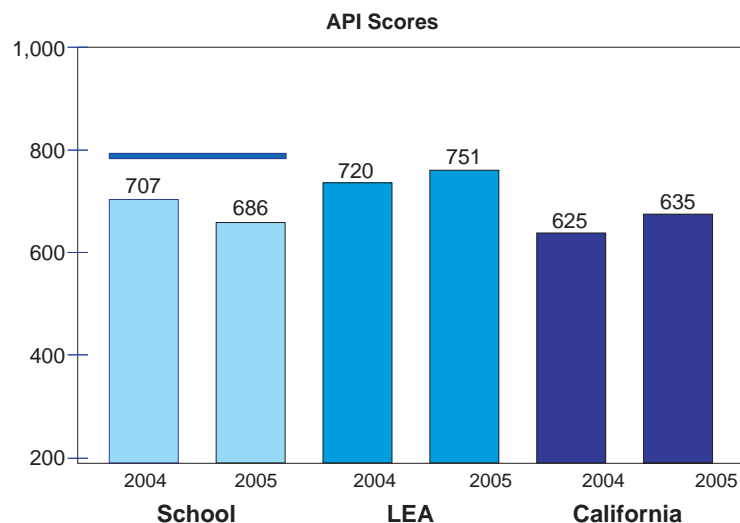
Summary	API					AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

State Accountability: Academic Performance Index (API)

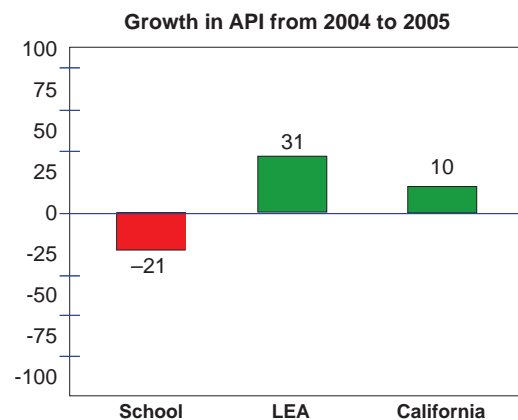
2004 API	2005 API	Growth in the API from 2004 to 2005
707	686	-21

Met schoolwide 2004-05 API growth target: **No**

API subgroup information will be made available in October 2005.



— Statewide Performance Target for Schools = API of 800 or Above



School: **Big Dipper Elementary**
LEA: **Polaris Unified School District**

Sample School Report 3: AYP Overview



School Adequate Yearly Progress Overview 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this local educational agency (LEA) ☐

- LEA report
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 16 of 21 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Met 2005 AYP Criteria

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	Yes	Yes	No	No
Students with Disabilities	--	--	--	--

Sample School Report 4: AYP Chart



School Adequate Yearly Progress Chart 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this local education agency (LEA)



- LEA report

(An LEA is a school district or county office of education.)

Summary	API				AYP				PI		
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes

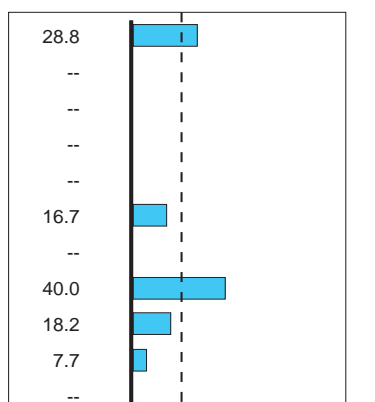
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

GROUPS

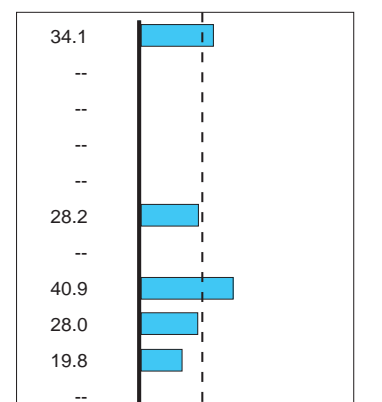
Schoolwide

African American or Black (not of Hispanic origin)
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Pacific Islander
White (not of Hispanic origin)
Socioeconomically Disadvantaged
English Learners
Students with Disabilities

English-Language Arts
Percent At or Above Proficient



Mathematics
Percent At or Above Proficient



Sample School Report 5: AYP Report



School Adequate Yearly Progress Report 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this local educational agency (LEA) ☐

- LEA report
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI		
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP)

Made AYP: No
Met 16 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes						Mathematics Target 95% Met all participation rate criteria? Yes					
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method		Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method	
Schoolwide	490	460	94*	Yes	Y2*		490	460	94*	Yes	Y2*	
African American or Black (not of Hispanic origin)	38	32	84	--			38	33	87	--		
American Indian or Alaska Native	4	3	75	--			4	3	75	--		
Asian	61	60	98	--			61	60	98	--		
Filipino	5	5	100	--			5	5	100	--		
Hispanic or Latino	212	208	98	Yes			212	208	98	Yes		
Pacific Islander	0	0	--	--			0	0	--	--		
White (not of Hispanic origin)	159	147	93*	Yes	Y3*		159	149	94*	Yes	Y3*	
Socioeconomically Disadvantaged	323	303	94*	Yes	Y2*		323	303	94*	Yes	Y2*	
English Learners	126	125	99	Yes			126	125	99	Yes		
Students with Disabilities	68	54	79	--			66	55	83	--		

***Note:** The 2005 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 50). A list of Alternative Methods codes is shown on pages 68 to 70.

Sample School Report 5: AYP Report (continued)

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 24.4% Met all percent proficient criteria? No					Mathematics Target 26.5% Met all percent proficient criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method
Schoolwide	428	99	23.1*	Yes	Y2*	427	146	34.1	Yes	
African American or Black (not of Hispanic origin)	25	4	16.0	--		25	4	16.0	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	59	17	28.8	--		59	24	40.6	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	191	32	16.7	No		191	54	28.2	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	145	58	40.0	Yes		144	59	40.9	Yes	
Socioeconomically Disadvantaged	280	51	18.2	No		280	73	26.0	No	
English Learners	116	9	7.7	No		116	23	19.8	No	
Students with Disabilities	52	7	13.4	--		52	8	15.3	--	

***Note:** The 2005 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 52). A list of Alternative Methods codes is shown on pages 68 to 70.

Academic Performance Index - Additional Indicator for AYP

2004 API Base	2005 API Growth	2004–05 Growth	Met 2005 API Criteria	Alternative Method
707	686	-21	Yes	N/A

2005 API Criteria for meeting federal AYP: A minimum "2005 API Growth" score of 590 OR "2004–05 API Growth" of at least one point.

Graduation Rate

Rate for 2004, Class of 2002-03	Rate for 2005, Class of 2003-04	Change	Average 2-Year Change	Met 2005 Graduation Rate Criteria	Alternative Method
N/A	N/A	N/A	N/A	N/A	N/A

2005 Graduation Rate Criteria: A "Rate for 2005" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

Sample School Report 6: PI Report



School Program Improvement Report 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this local educational agency (LEA)

- LEA report
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

Federal Accountability: Program Improvement (PI)

2004-05 Title I Program: Targeted Assistance School (TAS)
2005-06 PI Placement: Year 2
Prior PI Placement: Year 1
First Year of PI Implementation: 2004-05
Made 2005 Adequate Yearly Progress (AYP): No
Met Socioeconomically Disadvantaged
(SED) Subgroup Criteria (for Targeted
Assistance Schools only): No

Socioeconomically Disadvantaged (SED) Tables for Targeted Assistance Schools (TAS)

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes						Mathematics Target 95% Met all participation rate criteria? Yes					
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method		Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method	
SED Students	323	303	94*	Yes	Y2*		323	303	94*	Yes	Y2*	
African American or Black (not of Hispanic origin)	25	21	84	--			25	22	87	--		
American Indian or Alaska Native	3	2	75	--			3	2	75	--		
Asian	40	39	98	--			40	39	98	--		
Filipino	3	3	99	--			3	3	100	--		
Hispanic or Latino	140	136	97	Yes			140	137	98	Yes		
Pacific Islander	0	0	--	--			0	0	--	--		
White (not of Hispanic origin)	105	101	97	Yes			105	101	97	Yes		
English Learners	83	82	99	--			83	82	99	--		
Students with Disabilities	45	35	79	--			44	36	83	--		

***Note:** The 2005 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 50). A list of Alternative Methods codes is shown on pages 68 to 70.

Sample School Report 6: PI Report (continued)

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 24.4% Met all percent proficient criteria? No					Mathematics Target 26.5% Met all percent proficient criteria? No				
	<u>Valid Scores</u>	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	<u>Alternative Method</u>	<u>Valid Scores</u>	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	<u>Alternative Method</u>
SED Students	280	51	18.2	No		280	73	26	No	
African American or Black (not of Hispanic origin)	22	3	15.9	--		22	5	23.5	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	35	6	18.6	--		35	9	26.6	--	
Filipino	3	--	--	--		3	--	--	--	
Hispanic or Latino	121	22	18.5	No		121	31	25.6	No	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	91	17	18.4	No		91	24	26.2	No	
English Learners	72	5	6.9	No		72	13	18.0	No	
Students with Disabilities	39	6	15.0	--		38	9	22.5	--	

Sample LEA Report 1: Summary



Local Educational Agency Summary 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

LEA: **Polaris Unified**

LEA Type: Unified

County: Orion

CD Code: 98-98765

- [County List of Schools and Districts](#)

- [Local Educational Agency \(LEA\) List of Schools](#)
(An LEA is a school district or county office of education.)

Summary	API					AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

State Accountability: Academic Performance Index (API)

2004 API	2005 API	Growth in the API from 2004 to 2005
720	751	31

Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP)

Made AYP: No

Met AYP Criteria:

Participation Rate

Percent Proficient

API - Additional Indicator for AYP

Graduation Rate

English-Language Arts

No

No

Yes

Yes

Mathematics

No

No

Program Improvement (PI)

PI LEA: Yes

Sample LEA Report 2: API Chart



Local Educational Agency Academic Performance Index Chart 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

LEA: **Polaris Unified**

LEA Type: Unified

County: Orion

CD Code: 98-98765

- [County List of Schools and Districts](#)

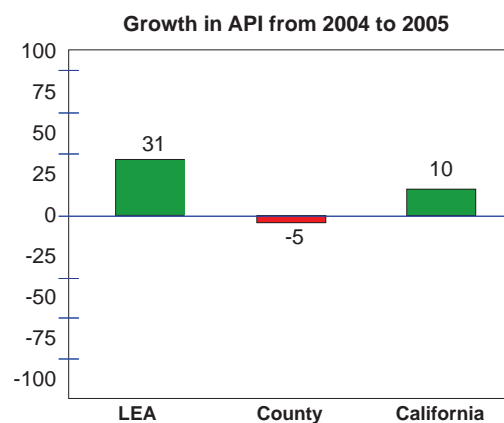
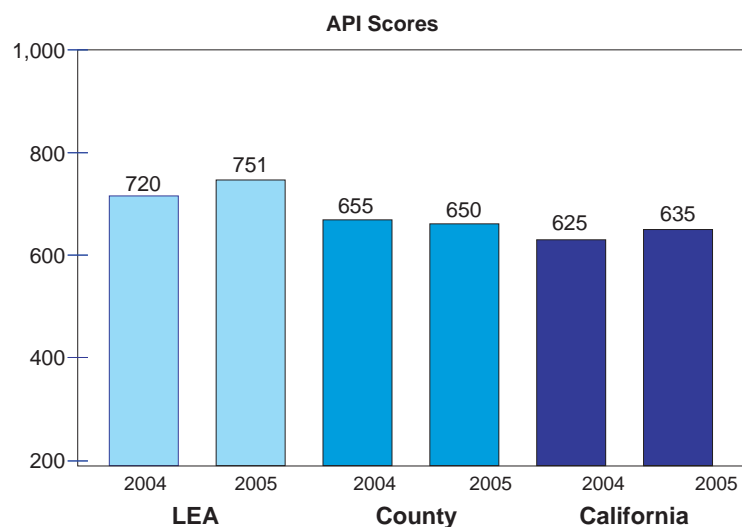
- [Local Educational Agency \(LEA\) List of Schools](#)

(An LEA is a school district or county office of education.)

Summary	API					AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

State Accountability: Academic Performance Index (API)

2004 API	2005 API	Growth in the API from 2004 to 2005
720	751	31



LEA: **Polaris Unified School District**

County: Orion

Sample LEA Report 3: AYP Overview

California Department of Education
Policy and Evaluation Division
August 31, 2005



Local Educational Agency Adequate Yearly Progress Overview 2005 Accountability Progress Report

LEA: **Polaris Unified**

LEA Type: Unified

County: Orion

CD Code: 98-98765

- [County List of Schools and Districts](#)

- [Local Educational Agency \(LEA\) List of Schools](#)
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI		
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 27 of 34 AYP Criteria

Met AYP Criteria:

English-Language Arts

Mathematics

Participation Rate

No

No

Percent Proficient

No

No

API - Additional Indicator for AYP

Yes

Graduation Rate

Yes

Met 2005 AYP Criteria

GROUPS

LEA-wide

African American or Black (not of Hispanic origin)

American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Pacific Islander

White (not of Hispanic origin)

Socioeconomically Disadvantaged

English Learners

Students with Disabilities

Participation Rate		Percent Proficient	
English-Language Arts	Mathematics	English-Language Arts	Mathematics
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
--	--	--	--
Yes	Yes	Yes	Yes
--	--	--	--
Yes	Yes	Yes	Yes
--	--	--	--
Yes	Yes	Yes	Yes
Yes	Yes	No	Yes
Yes	Yes	No	No
No	No	No	No

Sample LEA Report 4: AYP Chart

California Department of Education
Policy and Evaluation Division
August 31, 2005



Local Educational Agency Adequate Yearly Progress Chart 2005 Accountability Progress Report

LEA: **Polaris Unified**

LEA Type: Unified

County: Orion

CD Code: 98-98765

- [County List of Schools and Districts](#)

- [Local Educational Agency \(LEA\) List of Schools](#)
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI		
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

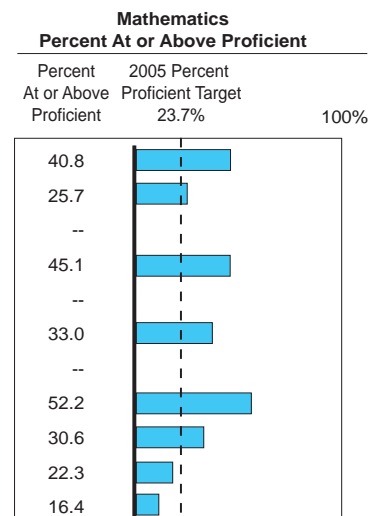
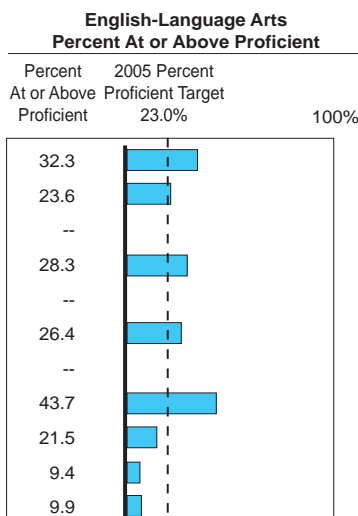
Met 27 of 34 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	No	No
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	

GROUPS

LEA-wide

African American or Black (not of Hispanic origin)
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Pacific Islander
White (not of Hispanic origin)
Socioeconomically Disadvantaged
English Learners
Students with Disabilities



Sample LEA Report 5: AYP Report

California Department of Education
Policy and Evaluation Division
August 31, 2005



Local Educational Agency Adequate Yearly Progress Report 2005 Accountability Progress Report

LEA: **Polaris Unified**

LEA Type: Unified

County: Orion

CD Code: 98-98765

- [County List of Schools and Districts](#)

- [Local Educational Agency \(LEA\) List of Schools](#)
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI		
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 27 of 34 AYP Criteria

California Alternate Performance Assessment (CAPA)

	Percent Proficient and Above	Above 1.0	Exception Approved
English-Language Arts	0.7	No	N/A
Mathematics	0.7	No	N/A

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method
LEA-wide	6,637	6,469	97	Yes		6,637	6,459	97	Yes	
African American or Black (not of Hispanic origin)	580	562	97	Yes		580	533	92*	Yes	Y3*
American Indian or Alaska Native	45	43	96	--		45	43	96	--	
Asian	868	853	98	Yes		868	852	98	Yes	
Filipino	83	82	99	--		83	81	98	--	
Hispanic or Latino	2,872	2,788	97	Yes		2,872	2,795	97	Yes	
Pacific Islander	18	18	100	--		18	18	100	--	
White (not of Hispanic origin)	2,108	2,063	98	Yes		2,108	2,056	98	Yes	
Socioeconomically Disadvantaged	3,490	3,380	97	Yes		3,490	3,385	97	Yes	
English Learners	1,328	1,288	97	Yes		1,328	1,248	94*	Yes	Y2*
Students with Disabilities	724	619	86	No		724	629	87	No	

***Note:** The 2005 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 50). A list of Alternative Methods codes is shown on pages 68 to 70.

Sample LEA Report 5: AYP Report (continued)

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 23.0% Met all percent proficient criteria? No					Mathematics Target 23.7% Met all percent proficient criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method
LEA-wide	5,930	1,919	32.3	Yes		5,911	2,416	40.8	Yes	
African American or Black (not of Hispanic origin)	491	108	21.9*	Yes	Y2*	481	105	21.8*	Yes	Y3*
American Indian or Alaska Native	36	7	19.4	--		36	12	33.3	---	
Asian	789	224	28.3	Yes		789	356	45.1	Yes	
Filipino	69	37	53.6	--		68	48	70.5	--	
Hispanic or Latino	2,556	676	26.4	Yes		2,557	846	33.0	Yes	
Pacific Islander	11	3	27.2	--		11	6	54.5	--	
White (not of Hispanic origin)	1,949	853	43.7	Yes		1,942	1,015	52.2	Yes	
Socioeconomically Disadvantaged	2,999	645	21.5	No		2,999	919	30.6	Yes	
English Learners	1,174	111	9.4	No		1,173	262	22.3	No	
Students with Disabilities	594	59	9.9	No		601	99	16.4	No	

***Note:** The 2005 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 52). A list of Alternative Methods codes is shown on pages 68 to 70.

Academic Performance Index - Additional Indicator for AYP

2004 API Base	2005 API Growth	2004–05 Growth	Met 2005 API Criteria	Alternative Method
720	751	31	Yes	N/A

2005 API Criteria for meeting federal AYP: A minimum "2005 API Growth" score of 590 OR "2004–05 API Growth" of at least one point.

Graduation Rate

Rate for 2004 Class of 2002-03	Rate for 2005 Class of 2003-04	Change	Average 2-Year Change	Met 2005 Graduation Rate Criteria	Alternative Method
79.5	81.6	2.1	0.0	Yes	N/A

2005 Graduation Rate Criteria: A "Rate for 2005" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR Average 2-Year Change (improvement in the average two-year rate) of at least 0.2.

Sample LEA Report 6: PI Report

California Department of Education
Policy and Evaluation Division
August 31, 2005



Local Educational Agency Program Improvement Report 2005 Accountability Progress Report

LEA: **Polaris Unified**
LEA Type: Unified
County: Orion
CD Code: 98-98765

- [County List of Schools and Districts](#)



- [Local Educational Agency \(LEA\) List of Schools](#)
(An LEA is a school district or county office of education.)

Summary	API				AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report

Federal Accountability: Program Improvement (PI)

2005–06 PI Placement: Year 1
Prior PI Placement: Not in PI
First Year of PI Implementation: 2005-06

Met Adequate Yearly Progress (AYP) Criteria

	English-Language Arts	Mathematics	API	Graduation Rate
2004	No	Yes by appeal	Yes	Yes
2005	No	No	Yes	Yes

Met Grade Span Criteria

	English-Language Arts		Mathematics	Grade Span Reports
2004	Grades 2-5	No	No	Grades 2-5
	Grades 6-8	No	Yes	Grades 6-8
	Grade 10	No	No	Grade 10
2005	Grades 2-5	No	No	Grade 2-5
	Grades 6-8	No	Yes	Grades 6-8
	Grade 10	No	No	Grade 10

Sample LEA Report 7: PI Report for Grade Spans



Local Educational Agency Program Improvement 2005 Grade Span Report - Grades 2-5 2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2005

LEA: **Polaris Unified**
LEA Type: Unified
County: Orion
CD Code: 98-98765

- County List of Schools and Districts

- Local Educational Agency (LEA) List of Schools
(An LEA is a school district or county office of education.)

Summary	API					AYP				PI	
	Chart	Report	Guide	Glossary	Overview	Chart	Report	Guide	Glossary	Report	Glossary

Federal Accountability: Program Improvement (PI)

2005 Participation Rate - Grade Span 2-5

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method
All Students in Grade Span	2212	2156	97	Yes		2212	2153	97	Yes	
African American or Black (not of Hispanic origin)	193	187	97	Yes		193	185	96	Yes	
American Indian or Alaska Native	15	15	100	--		15	15	100	--	
Asian	289	284	98	Yes		289	284	98	Yes	
Filipino	28	28	99	--		28	28	100	--	
Hispanic or Latino	957	929	97	Yes		957	932	97	Yes	
Pacific Islander	6	6	100	--		6	6	100	--	
White (not of Hispanic origin)	703	688	98	Yes		703	685	98	Yes	
Socioeconomically Disadvantaged	1163	1127	97	Yes		1163	1163	100	Yes	
English Learners	443	429	97	Yes		443	443	100	Yes	
Students with Disabilities	241	220	91	No		241	215	89	No	

2005 Percent Proficient - Annual Measureable Objectives (AMOs) - Grade Span 2-5

GROUPS	English-Language Arts Target 24.4% Met all participation rate criteria? No					Mathematics Target 26.5% Met all participation rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method
All Students in Grade Span	1977	670	33.8	Yes		1970	815	41.3	Yes	
African American or Black (not of Hispanic origin)	164	49	29.8	Yes		160	44	27.5	Yes	
American Indian or Alaska Native	12	3	25.0	--		12	3	25.0	--	
Asian	263	105	39.9	Yes		263	109	41.4	Yes	
Filipino	23	9	39.1	--		23	17	73.9	--	
Hispanic or Latino	852	185	21.7	No		852	283	33.2	Yes	
Pacific Islander	4	--	--	--		4	--	--	--	
White (not of Hispanic origin)	650	264	40.6	Yes		647	342	52.8	Yes	
Socioeconomically Disadvantaged	1000	218	21.8	No		1000	301	30.1	Yes	
English Learners	391	39	9.9	No		391	92	23.5	No	
Students with Disabilities	198	28	14.1	No		200	35	17.5	No	

This sample report shows the LEA's Program Improvement grade span report for 2005 for grades two through five. The LEA's grade span report for 2005 would also include a report of grades six through eight and of grade ten in the same format. The LEA's grade span report for 2004 would include reports for each grade span (grades two through five, grades six through eight, and grade ten) for 2004 also in the same format.

Accountability Reports Timeline

August 2005

Data review process began for *California High School Exit Examination (CAHSEE)*.

2005 AYP appeals information released on AYP Web site.

2005 Accountability Progress Reports made available on the California Department of Education (CDE) Web site at <http://ayp.cde.ca.gov> on August 31.

September 2005

Data review process to begin for Standardized Testing and Reporting (STAR) Program and *California Alternate Performance Assessment (CAPA)* data.

2005–06 Title I Program Improvement Status results to be incorporated in the 2005 Accountability Progress Reports on September 15. These results describe the PI status of all Title I schools and LEAs based on the August 2005 Accountability Progress Report results.

Deadline for 2005 AYP appeals scheduled for September 19.

October 2005

Revised 2005 Accountability Progress Report to be updated to incorporate STAR data changes for late-testing LEAs, *CAHSEE* data corrections made in August, appeal and exception decisions, *CAPA* reallocations, and “safe harbor” calculations.

Complete Academic Performance Index (API) reports for 2004–05 Growth (including subgroup APIs) to be posted on the CDE Web site at <http://api.cde.ca.gov>.

November 2005

Revised 2005–06 Title I Program Improvement Status results to be incorporated into the 2005 Accountability Progress Reports on AYP Web site.

January 2006

Final 2004–05 API Growth reports and final 2005 Accountability Progress Reports to be posted on the CDE Web sites. These reports will reflect data corrections made through the test publisher.

February 2006

Final 2005–06 Title I Program Improvement Status results to be incorporated into the 2005 Accountability Progress Reports on CDE Web site.

March 2006

2005 API Base reports to be posted on the CDE Web site at <http://api.cde.ca.gov>.

II. State Accountability: Academic Performance Index (API)

What Is the API?

API Information in the 2005 Accountability Progress Report

What Is the API?

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA) of 1999. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level, based on the percentage of students scoring at a given performance level or band on statewide testing. APIs are also reported for LEAs as an element of California's accountability requirements under the No Child Left Behind (NCLB) Act of 2001.

Assessments Used in 2005 Calculations

Results from the Standardized Testing and Reporting (STAR) Program and the *California High School Exit Examination (CAHSEE)* are used in the API. STAR Program assessments include the *California Standards Tests (CSTs)*; the *California Achievement Test, Sixth Edition Survey (CAT/6 Survey)*; and the *California Alternate Performance Assessment (CAPA)*.

2005 Standardized Testing and Reporting (STAR) Program

- *California Standards Tests (CSTs)*
 - The *California English-Language Arts Standards Test (CST in ELA)* was included for all grade levels assessed, grades two through eleven, including a writing assessment at grades four and seven.
 - The *California Mathematics Standards Test (CST in mathematics)* was included for all grade levels assessed, grades two through seven, and grades eight through eleven for the following course-specific tests:
 - General mathematics (grades eight and nine only)
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High school summative mathematics test
 - The *California History-Social Science Standards Test (CST in history-social science)* was included for grade eight, ten (world history), and eleven (U.S. history).
 - The *California Science Standards Test (CST in science)* was included for grade five and for grades nine through eleven for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4
- *California Alternate Performance Assessment (CAPA)*
 - The *California Alternate Performance Assessment (CAPA)* in English-language arts and mathematics was included for grades two through eleven. This CAPA is based on a subset of state academic standards.
- Norm-referenced test (NRT)
 - The *California Achievement Test, Sixth Edition Survey (CAT/6 Survey)*, was included for all content areas at grades three and seven only. The content areas for grades three and seven included reading, language, spelling, and mathematics.

2005 California High School Exit Examination (CAHSEE)

- The *California High School Exit Examination (CAHSEE)*, administered in February and March 2005 (and May for make-up tests), was included for grade ten (and grade eleven if passed). The CAHSEE covers English-language arts and mathematics.

API Criteria

The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's prior year API Base is subtracted from its current year API Growth to determine how much the school grew in a year.

The annual API growth target for a school is defined as 5 percent of the distance from the school's API Base to the statewide performance target of 800 OR a minimum of one point growth. Schools with an API Base of 800 or more must maintain their API at 800 or more. To meet all state API growth requirements, each numerically significant subgroup in a school must also meet "comparable improvement," which is defined as having growth in their API for each numerically significant subgroup of at least 80 percent of the schoolwide growth target. The 2005 APIs for subgroups are not included in the 2005 Accountability Progress Report but will be reported in the 2004-05 API Growth reports to be released in October 2005.

API Information in the 2005 Accountability Progress Report

The API information in the 2004 Accountability Progress Report covers the 2004–05 API reporting cycle. Generally, API results are reported twice a year: a base year report, which appears after the first of the calendar year, and a report of API growth, which appears after school starts in the fall. This pair of reports is based on APIs that are calculated in the same fashion with the same indicators but uses test results from two different years. This pair of reports comprises an API reporting cycle.

The 2005 Academic Progress Report shows schoolwide and LEA-wide results only. This information provides a preview of API progress prior to the release of the complete 2004–05 API Growth report, scheduled for October 2005, that will include subgroup results as well. There are three primary pieces of API information on the 2005 Accountability Progress Report.

2004 API

The 2004 API summarizes a school's or LEA's performance on the 2004 STAR program and the *CAHSEE*. It serves as the baseline score, or starting point, of performance, also referred to as the 2004 API Base.

2005 API

The 2005 API summarizes a school's or LEA's performance on the 2005 STAR Program and the *CAHSEE*. It was calculated in the same manner as the 2004 API except that it was calculated using 2005 test results (rather than 2004 test results). It is compared to the 2004 API Base to determine growth in the API and also is referred to as the 2005 API Growth.

Growth in the API from 2004 to 2005

The 2004 API is subtracted from the 2005 API to determine how much the school or LEA grew between 2004 and 2005 testing. The growth shows the most current progress of a school or LEA on the API from 2004 to 2005. This growth can be positive or negative. It is referred to as the 2004–05 API Growth.

In the API section of the school Accountability Progress Report (shown in the example on page 14), three basic pieces of information (2004 API, 2005 API, and Growth in the API from 2004 to 2005) are displayed in bar graph format. School results are reported

in the first two bars, LEA-wide results in the second two bars, and statewide results in the last two bars. A horizontal line indicating the statewide API performance target of 800 for schools also is shown on the school report bar graph. **Direct-funded charter schools and single school districts are treated as schools and only receive the school report.** On the school report for a direct-funded charter school, the API results reported in the second two bars are those of the authorizing charter agency. On the school report for a single school district, the API results reported in the second two bars are those of the school district (which in most cases is a repetition of the school results).

For the 2005 Accountability Progress Report, an LEA is defined as either a school district or a county office of education. In the API section of the LEA report (shown in the example on page 22), the LEA results are reported in the first two bars, county-wide results in the second two bars, and statewide results in the last two bars. When the LEA is a county office of education, data in the first two bars includes only schools administered directly by the county office of education. However, county-wide data displayed in the second two bars include all schools in the county.

One separate 2005 Accountability Progress Report is calculated for the state as a whole. On this report, the state API is calculated in the same way as the API for a school or LEA except that the mobility exclusion does not apply. All students taking the 2004 or 2005 assessments, therefore, are included in the state API.

Where to Find Descriptions of State API Requirements and Calculations

This information guide does not include specific state requirements for meeting API targets or the methodology for calculating an API or growth targets. These descriptions are provided in another document, the *2004 Academic Performance Index Base Information Guide*, which accompanied the release of the 2004 API Base reports in January 2005. This 2004 guide can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

The 2004–05 API Growth reports, that will include subgroup APIs, will be released in October 2005 and will be accompanied by an API information guide that will include further descriptions of state API growth requirements.

III. Federal Accountability: Adequate Yearly Progress (AYP)

What Is AYP?

AYP Criteria

AYP Appeals Process

Numerically Significant Subgroups

Schools or LEAs with Limited Results

Charter Schools

CAPA 1.0 Percent Cap

What Is AYP?

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act of 2001 is federal legislation that established a new definition of Adequate Yearly Progress (AYP) for all schools, local educational agencies (LEAs), and the state beginning with the 2002–03 school year.

All schools and LEAs are required to meet all AYP criteria in order to meet federal NCLB accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to Title I-funded schools and LEAs. Schools and LEAs that receive federal Title I funds face NCLB Program Improvement (PI) requirements for not meeting AYP criteria.

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years.

The NCLB contains four education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents or guardians, and an emphasis on scientifically based effective teaching methods. This information guide describes California's implementation of the first principle under Title I of the NCLB. More information about NCLB is located on the federal Web site at <http://www.nclb.gov> and on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/nclb>. For information about Title III accountability requirements under NCLB, contact the Language Policy and Leadership Office of the CDE at (916) 319-0845 or go to the CDE Web site at <http://www.cde.ca.gov/sp/el/t3/>.

California's Accountability Workbook

The importance of stronger accountability was emphasized by the requirement for states to complete an Accountability Workbook as the first component of its Consolidated State Application. In January 2003, the CDE submitted its Accountability Workbook to the United States Department of Education (ED). The workbook describes California's method for complying with the new assessment and accountability requirements of NCLB. Its development was based upon a series of action items adopted by the State Board of Education (SBE). The ED approved California's workbook in June 2003.

In March 2004, the SBE approved and submitted a package of workbook amendments to the ED. Following a period of negotiation, the ED eventually approved an amended Accountability Workbook for California in September 2004. Since that time, revisions to federal regulations and California's workbook have occurred again. Information provided in the 2005 Accountability Progress Report and this information guide reflects additional workbook revisions. A copy of the amended workbook is available on the CDE Web site at <http://www.cde.ca.gov/nclb/index.asp>.

Changes to 2005 AYP Calculations

Targets Increase

The AYP targets for all schools and LEAs increased in 2005 for the Annual Measurable Objectives (AMOs), the API as additional indicator, and the graduation rate:

Changes in AYP Targets from 2004 to 2005

	Percent Proficient (AMO) in ELA	Percent Proficient (AMO) in Math	API	Graduation Rate
	Change from 2004 to 2005			
Elementary Schools, Middle Schools, and Elementary School Districts	From 13.6 to 24.4	From 16.0 to 26.5	From 560 to 590 minimum OR 1 point growth	From 82.8% to 82.9% minimum
High Schools and High School Districts (with grade levels 9–12 only)	From 11.2 to 22.3	From 9.6 to 20.9		OR +0.1% one-year change
Unified School Districts, High School Districts, and County Offices of Education (with grade levels 2–8 and 9–12)	From 12.0 to 23.0	From 12.8 to 23.7		OR +0.2% two-year change

ELA = English-language arts

The target for participation rate remains the same at 95 percent. A summary of the current 2005 AYP targets are shown on pages 48 and 49.

Identification of LEAs for PI

Another change in the 2005 AYP calculations involves LEA identification for PI. In response to the December 2004 report of the ED, the SBE revised the criteria for identifying LEAs for PI, effective as of the 2004–05 school year. The previous criterion

of a minimum API for the LEA's socioeconomically disadvantaged subgroup was eliminated. It was replaced with new criteria that are consistent with federal law. Under this process, achievement data of LEAs that receive Title I funds are aggregated to the LEA level to determine which LEAs missed AYP in the same content area or on the same indicator for two consecutive years. LEAs that missed the same indicator criteria (API or graduation rate) for two consecutive years are identified for PI.

For those LEAs that missed the content area criteria, LEA results are disaggregated by grade span to determine whether any grade span within the LEA missed AYP in the same content area for two consecutive years. LEAs that missed the content area criteria are identified for PI if **all** grade spans missed AYP in the same content area in both years. Grade spans in this instance are defined as grades two through five, grades six through eight, and grade ten. The percent proficient targets for grade spans two through five and six through eight are the same as those used for elementary and middle schools (shown on page 44). The percent proficient targets for grade span ten are the same as those used for high schools (shown on page 45). These criteria will be used for identifying LEAs for PI in the 2005–06 school year.

Accountability Workbook

The ED has approved a set of amendments to California's Accountability Workbook that are effective beginning with the 2005 AYP calculations.

■ Percent of Students At Proficient or Above

If the school, LEA, or student subgroup does not meet the 2005 AMO in either ELA or mathematics, the percentage of students at the proficient and advanced levels over two or three years will be aggregated to determine whether or not the school, LEA, or student subgroup met the AMO. The current Accountability Workbook already provides for aggregation or averaging for calculating participation rates. The change to average the percent proficient increases the ways in which a school or LEA could demonstrate that it had met its AMOs and, therefore, should slightly increase the number of schools and LEAs making AYP.

The confidence interval for determining whether schools and LEAs with less than 100 valid scores met the 2005 AMOs moves from 95 percent to 99 percent. This change could enable a school or LEA to meet a criterion that it might otherwise have missed.

■ Pair and Share

For direct-funded charter schools with no valid test scores for assessments used in AYP calculations, the school is assigned the percent proficient results of its authorizing charter agency. If results of the authorizing charter agency are absent, results of the county as a whole are used.

For direct-funded charter schools that have enrollment in grades nine through twelve but no graduation rate, the school is assigned the graduation rate of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

For county office of education schools or programs (with a county-district-school code) that have enrollment in grades nine through twelve but do not have graduation as a primary mission, the schools are assigned the graduation rate of the county as a whole.

■ Targeted Assistance Schools

Targeted Assistance Schools (TAS) now are identified for PI based in part on the disaggregation of data for the school's socioeconomically disadvantaged (SED) subgroup. The data are disaggregated into all numerically significant racial/ethnic, students with disabilities, and English learner subgroups within the SED subgroup. "Numerically significant" is defined in the same way as all other subgroups: 100 or more students with valid scores OR 50 or more students with valid scores who make up at least 15 percent of the total valid scores in the SED subgroup.

If the SED group overall or any numerically significant student subgroup within the SED subgroup does not meet the AYP criteria in the same content area for two consecutive years, the school is identified for PI. The school also is identified for PI if the school overall does not meet AYP on the same indicator (API or graduation rate) for two consecutive years.

■ Safe Harbor

A confidence interval of 75 percent now will be applied to safe harbor. This enhances the reliability of the safe harbor determination. This change increases the number of schools that could benefit from the safe harbor provision in federal law and regulation. The safe harbor provision enables schools and student subgroups that have reduced the percentage of students below the proficient level to satisfy AYP criteria without actually meeting their AMOs.

■ Students with Disabilities

Test results for students with disabilities in county office of education (COE) schools and/or programs are now assigned back to the school district of residence for LEA accountability. This change is consistent with provisions of Section 9101(1) of Title IX of NCLB and clarifies LEA accountability as it relates to COEs and their special education programs. LEA accountability will now rest with the school district in which the student resides rather than with the COE with which the school district has contracted for educational services. The COE schools or programs will continue to be held accountable for these students at the school level, but the LEA results for these students will roll up to the school district of residence rather than up to the COE.

■ Participation Rates

Standard rounding rules now will be applied in calculating participation rates for schools, LEAs, and subgroups with 100 or more students (e.g., 94.5 percent equals 95 percent). This change will enhance the reliability of the AYP determination in regard to participation rates.

Modified Achievement Standards: Interim State Policy Option

If an LEA or school does not make 2005 AYP **solely** due to its students with disabilities subgroup not making AMOs, 20 percentage points will be added to the LEA's or school's percent proficient or above score. This policy was adopted by the SBE and approved by the ED in June 2005 in response to the ED interim state policy options for AYP and modified achievement standards. The transitional policy currently applies **only** to the 2005 AYP. More information about the new policy options are on the ED Web site at <http://www.ed.gov/policy/elsec/guid/raising/alt-assess-long.html>. California is in the process of developing modified achievement standards for students who take the Standardized Testing and Reporting (STAR) Program tests with modifications. Currently, results of students taking the STAR tests with modifications are counted in AYP calculations as not proficient. Once standards are adopted, a separate assessment for these students will be established and determinations made about the way results will be treated in AYP calculations.

AYP Criteria

California's Definition of AYP

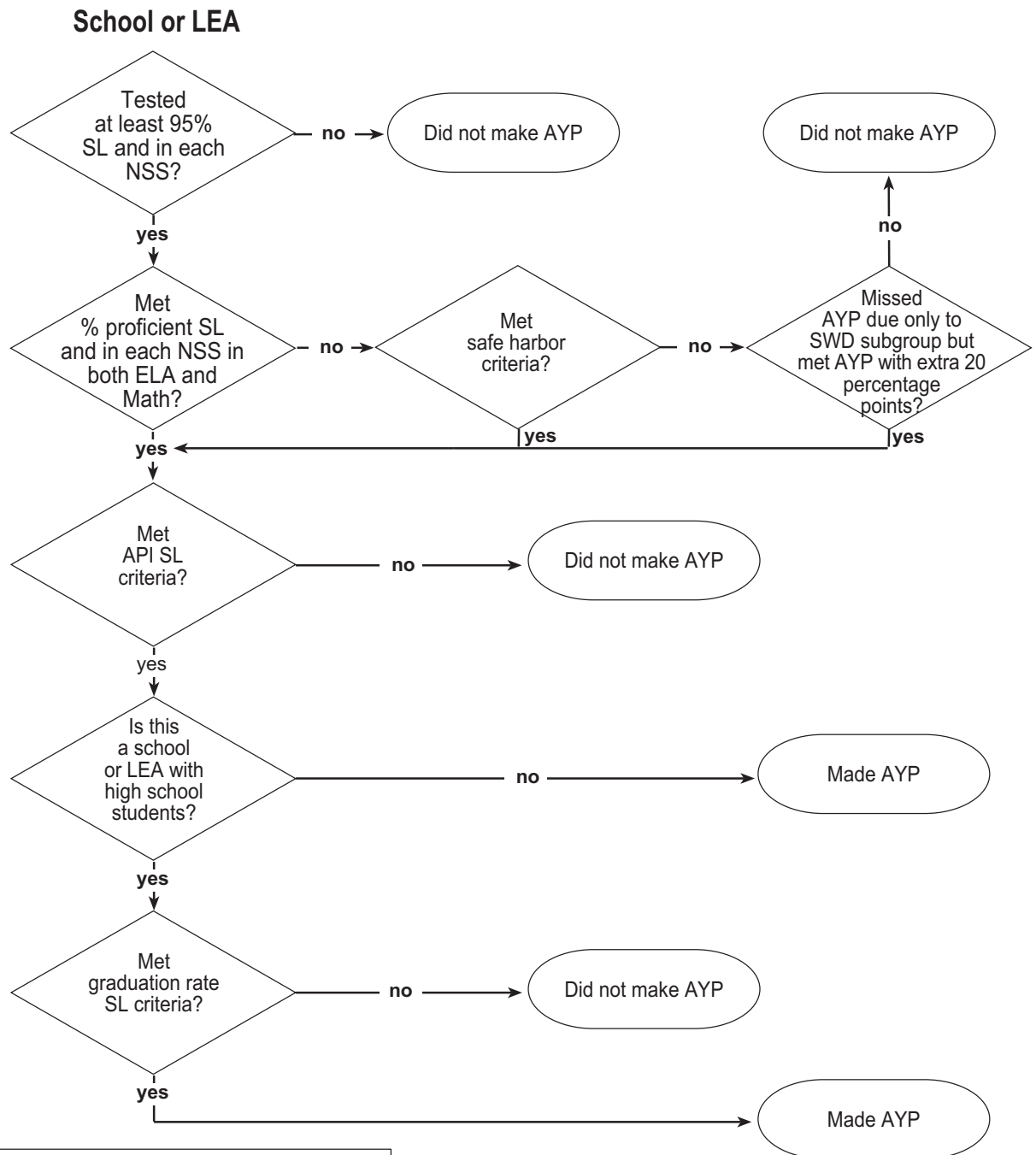
The federal No Child Left Behind (NCLB) Act of 2001 requires that all schools and local education agencies (LEAs) meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education (ED) in June 2003. Further amendments to the criteria have occurred since that time. Under NCLB criteria, schools and LEAs are required to meet or exceed criteria annually in four areas in order to make AYP:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient (Annual Measurable Objectives)
- Requirement 3: API as Additional Indicator
- Requirement 4: Graduation Rate

Requirements 1 and 2 apply at the school, LEA, and subgroup levels. Requirements 3 and 4 apply only at the school and LEA levels, unless safe harbor criteria are used. (NCLB also contains a safe harbor provision for meeting AYP in some circumstances, as described in the "Safe Harbor" section beginning on page 61.) If a school, LEA, or subgroup misses any one criterion within an area, it does not make AYP and could be identified for Program Improvement (PI). Potentially, a school or LEA may have up to 46 different criteria to meet in order to make AYP. Criteria for PI identification are described on pages 77 through 89.

The graphic on the following page is a flow chart that illustrates the process of determining whether a school or LEA makes AYP. Following the flow chart, three tables are provided that specify the long-term AYP criteria, or "targets," for schools and LEAs from 2002 through 2014.

2005 AYP Criteria Flow Chart

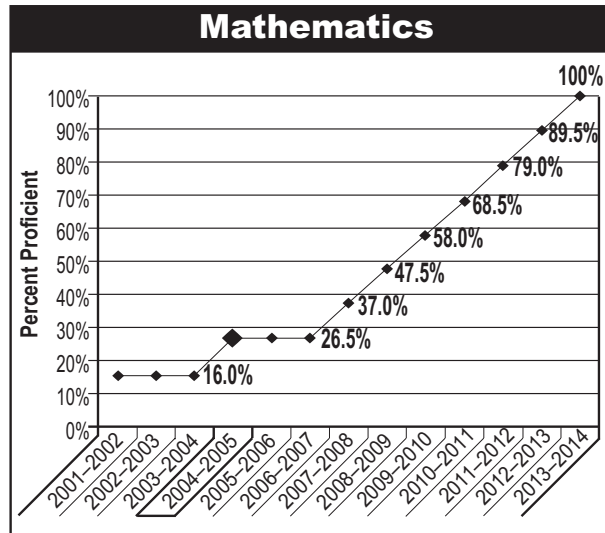
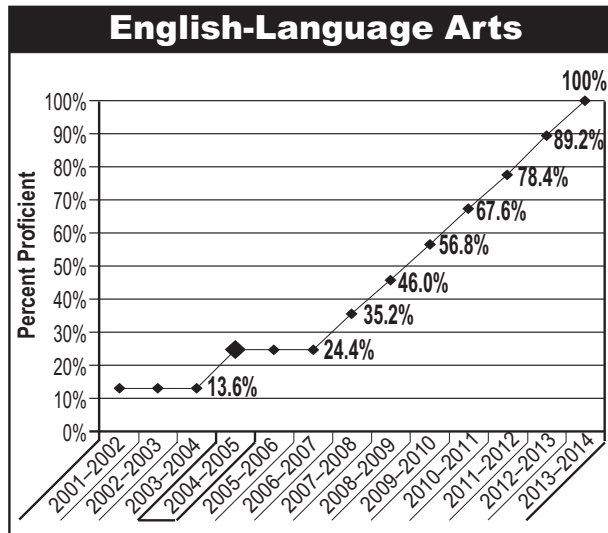


AYP = Adequate Yearly Progress
ELA = English-language arts
LEA = School district or county office of education
NSS = Numerically significant subgroup
SED = Socioeconomically disadvantaged
SL = Schoolwide or LEA-wide
SWD = Students with disabilities

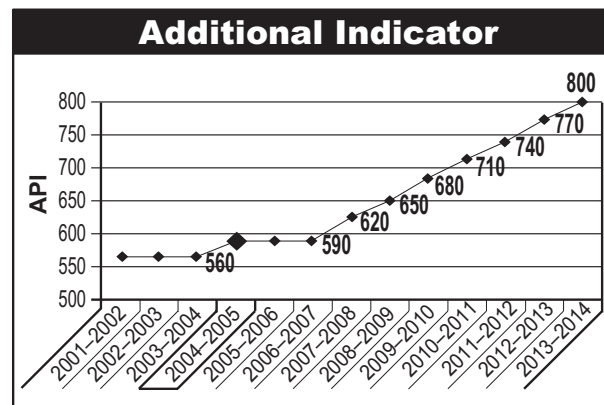
AYP Targets, 2002–2014

Elementary Schools, Middle Schools, and Elementary School Districts

- **Participation Rate – 95%** (schoolwide/districtwide and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (schoolwide/districtwide and subgroups)¹



- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/districtwide)

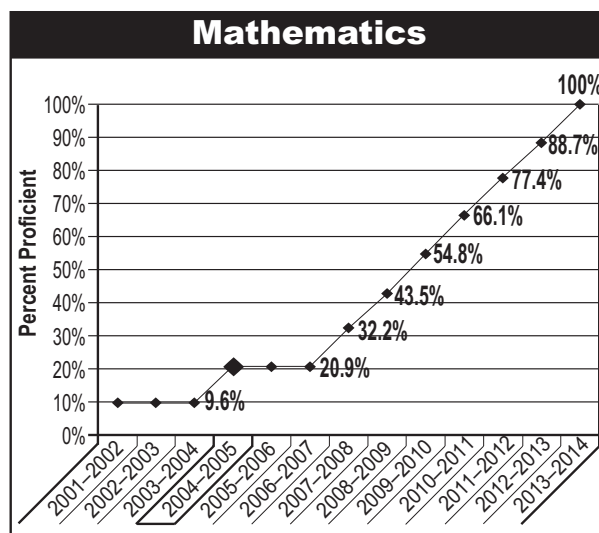
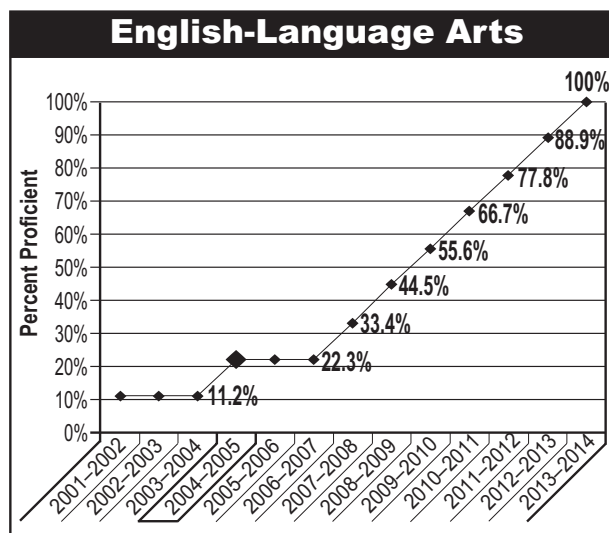


¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

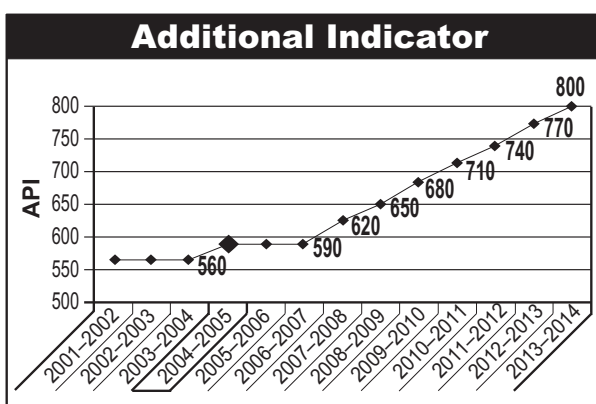
AYP Targets, 2002–2014 (continued)

High Schools and High School Districts (with students in any of grades nine through twelve)

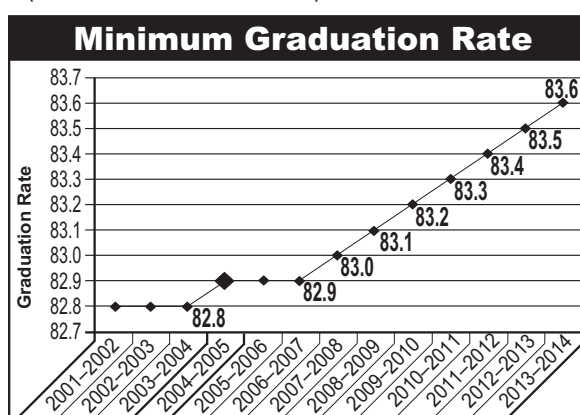
- **Participation Rate – 95%** (schoolwide/districtwide and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (schoolwide/districtwide and subgroups)¹



- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/districtwide)



- **Minimum graduation rate OR improvement of at least 0.1 from the previous year OR improvement in the rate of at least 0.2 in the average two-year rate** (schoolwide/districtwide)

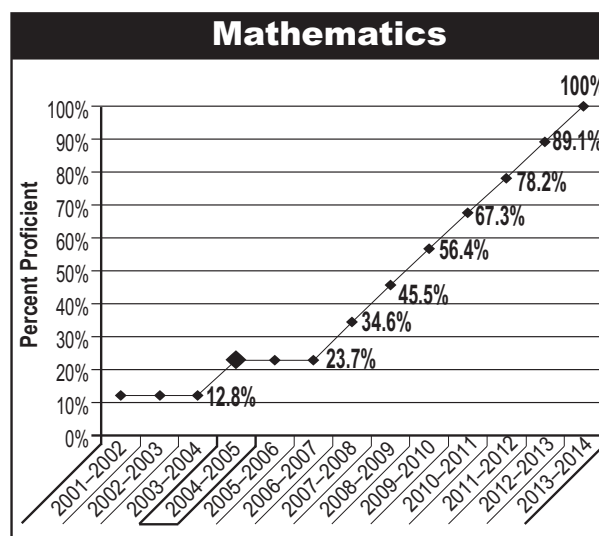
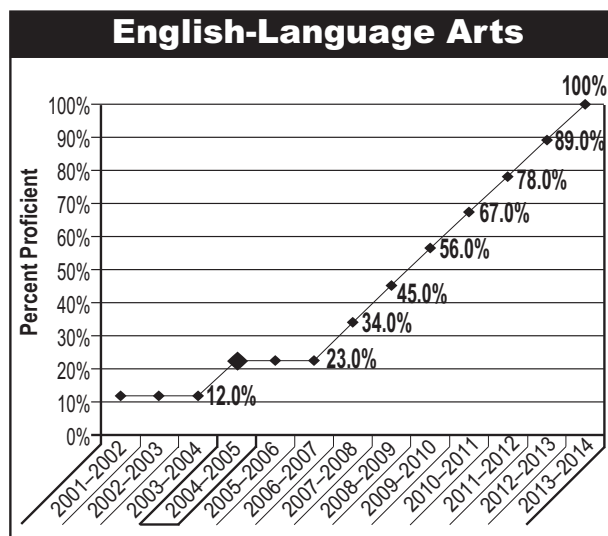


¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

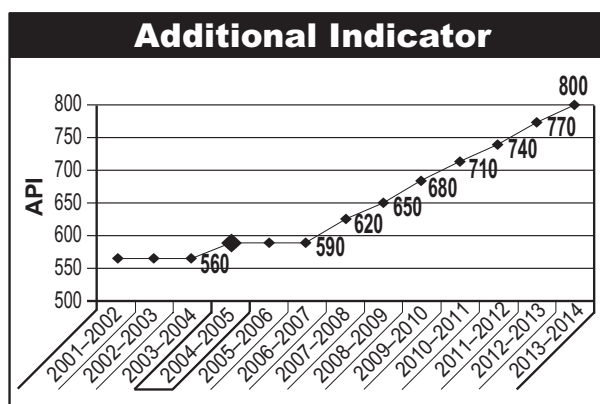
AYP Targets, 2002–2014 (continued)

Unified School Districts, High School Districts,
and County Offices of Education (COEs)
(with students in any of grades two through eight and nine through twelve)

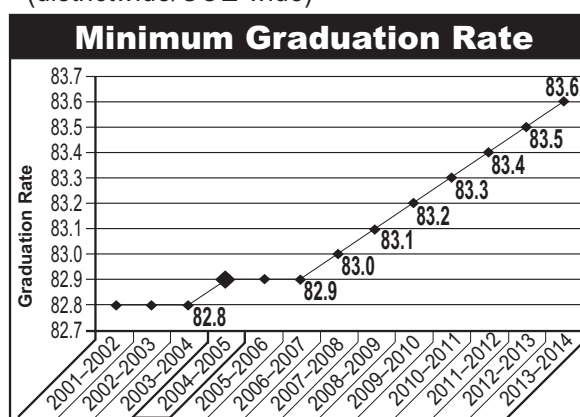
- **Participation Rate – 95%** (districtwide, COE-wide, and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (districtwide, COE-wide, and subgroups)¹



- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (districtwide, COE-wide)



- **Minimum graduation rate OR improvement of at least 0.1 from the previous year OR improvement in the rate of at least 0.2 in the average two-year rate** (districtwide/COE-wide)



¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

Assessments Used in 2005 AYP Calculations

NCLB mandates that all students tested on statewide assessments in English-language arts (ELA) and mathematics perform at the proficient level or above on these assessments by 2014. The following table lists the content areas and grade levels of the assessments used in determining the participation rate and the percent proficient for 2005 AYP.

2005 Standardized Testing and Reporting (STAR) Program

■ *California Standards Tests (CSTs)*

- The *California English-Language Arts Standards Test (CST in ELA)*, grades two through eight, including a writing assessment at grades four and seven.
- The *California Mathematics Standards Test*, grades two through seven, and grade eight for the following course-specific tests:
 - General mathematics
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated Mathematics 1, 2, or 3
- The *California Alternate Performance Assessment (CAPA)* in English-language arts and mathematics, grades two through eight and ten.

2005 California High School Exit Examination (CAHSEE)

- The *CAHSEE*, administered in February and March 2005 (and May for makeup exams), grade ten. The *CAHSEE* has two separate parts, English-language arts and mathematics.

2005 Adequate Yearly Progress (AYP) Criteria Summary

The following two tables summarize the AYP criteria for 2005. The first table displays the “standard” criteria, which apply to a school, local educational agency (LEA), or numerically significant subgroup that has at least 100 students enrolled on the first day of testing and/or at least 100 valid test scores. The second table displays the criteria for a small school, LEA, or subgroup that has fewer than 100 students enrolled the first day of testing and/or fewer than 100 valid test scores. For definitions of “Enrollment First Day of Testing,” “Number Tested,” “Number Valid Scores,” and “Number Proficient or Above,” see “Inclusion/Exclusion Rules” beginning on page 91.

2005 AYP Targets, Standard Criteria

Standard Criteria (School, LEA, or subgroup has at least 100 students enrolled first day of testing and/or at least 100 valid scores.)	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments		Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate Indicator
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups		For schools and LEAs	For schools and LEAs
	ELA and Math	ELA	Math		
Schools					
Elementary or Middle Schools	95% (rounded to nearest whole number)	24.4%	26.5%	590 API or 1 point growth	N/A*
High Schools	95% (rounded to nearest whole number)	22.3%	20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
LEAs					
Elementary School Districts	95% (rounded to nearest whole number)	24.4%	26.5%	590 API or 1 point growth	N/A*
High School Districts (with students in any of grades 9–12 only)	95% (rounded to nearest whole number)	22.3%	20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
Unified and High School Districts and County Offices of Education (with students in any of grades 2–8 and 9–12)	95% (rounded to nearest whole number)	23.0%	23.7%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change

* Any elementary school, middle school, or elementary school district with students enrolled in grades nine through twelve must meet the high school graduation rate criteria.

NOTES:

- AMOs = Annual Measurable Objectives
- A Title I school will be identified for PI status when it does not make AYP for two consecutive years in specific areas.
- An LEA receiving Title I funds will be identified for PI status when, for two consecutive years, it does not make AYP criteria in the same content area both LEA-wide and in each grade span (two through five, six through eight, and ten) or on the same additional indicator (API or graduation rate).

2005 AYP Targets, Small School/LEA/Subgroup Criteria

Small school/LEA/ subgroup criteria (School, LEA, or subgroup has fewer than 100 students enrolled first day of testing and/or fewer than 100 valid scores.)	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments	Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups	For schools and LEA	For schools and LEAs
	ELA and Math	ELA and Math		
Small School, LEA, or Subgroup	<u>51–99 students enrolled first day of testing</u> 95% (rounded UP to nearest whole number) OR <u>50 students enrolled first day of testing</u> Must test at least 47 students OR <u>1–49 students enrolled first day of testing</u> Participation rate criteria do not apply.	<u>Fewer than 100 valid scores</u> For a school or LEA: Confidence Interval Adjusted AMO Table (see page 54) For a numerically significant subgroup: Standard Criteria (see previous table on page 48)	<u>11 or more valid scores</u> 590 API or 1 point growth OR <u>Fewer than 11 valid scores</u> Confidence Interval Adjusted API Table (see page 56)	<u>Fewer than 100 enrolled on first day of testing and/or fewer than 100 valid scores</u> Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change OR If no graduation rate is available or the primary mission of the school is to return students to the regular classroom in a comprehensive high school, an alternate method is used.
	For schools or LEAs with 100 or more students enrolled first day of testing: • 100 or more students enrolled first day of testing OR • 50 or more students enrolled first day of testing who make up at least 15 percent of the total population	For schools or LEAs with 100 or more valid test scores: • 100 or more students with valid scores OR • 50 or more students with valid scores who make up at least 15 percent of the total valid scores	N/A	N/A
Numerically Significant Subgroup:	A school or LEA with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator.			

NOTES:

- AMOs = Annual Measurable Objectives
- Participation rates for schools, LEAs, or subgroups with 1-49 students enrolled first day of testing will be printed on the report, but "N/A" will be printed in the "Met 2005 AYP Criteria" column.
- Percent proficient numbers and rates and APIs for schools or LEAs with fewer than 11 valid scores will be shown as "N/A" on the report, but results will be printed in the "Met 2005 AYP Criteria" column.
- A Title I school will be identified for PI status when it does not make AYP for two consecutive years in specific areas.
- An LEA receiving Title I funds will be identified for PI status when, for two consecutive years, it does not make AYP criteria in the same content area both LEA-wide and in each grade span (two through five, six through eight, and ten) or on the same additional indicator (API or graduation rate).

Requirement 1: Participation Rate

NCLB requires a 95 percent participation rate in the percentage of students tested in order to make AYP. This requirement is applied separately for schools, LEAs, and numerically significant subgroups for each content area (ELA and mathematics).

Students who were absent from testing due to a significant medical emergency are excluded from the participation rate. (Student records marked as “not tested due to significant medical emergency” will not be counted for or against the school or LEA in the participation rate.)

English learners during their first year of enrollment in the United States are counted in the participation rate.

Schools where LEA data are used to determine percent proficient or above (i.e., use of pair and share alternative method) do not have a participation rate calculation.

If the school or LEA has 100 or more students enrolled on the first day of testing, the participation rate is calculated for subgroups that are numerically significant. A numerically significant subgroup for participation rate calculations is defined as having 100 or more students enrolled on the first day of testing OR 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total student population. If the school or LEA has fewer than 100 students enrolled on the first day of testing, none of the subgroups are considered numerically significant.

2005 Participation Rate, Standard Criteria

A participation rate of 95 percent, rounded to the nearest whole number, is required of a school, LEA, or numerically significant subgroup with 100 or more students enrolled on the first day of testing to meet participation rate criteria. These requirements comprise the standard criteria for participation rate.

2005 Participation Rate, Small School/LEA Criteria

For small schools, LEAs, and subgroups, alternative criteria are applied. If the school or LEA has 49 or fewer students enrolled on the first day of testing, the participation rate requirement does not apply. If the school, LEA, or subgroup has 50 students enrolled on the first day of testing, at least 47 students must be tested to meet the participation rate criteria. If the school, LEA, or subgroup has between 51 to 99 students enrolled on the first day of testing, the participation rate requirement is 95 percent, rounded UP to the nearest whole number.

The table on the following page shows the formulas for calculating the participation rate. A two-year and a three-year average participation rate will be considered for

schools, LEAs, and subgroups that have not met the 2005 participation rate criteria using a one-year formula. Averages are determined by aggregating enrollments over two or three years. First, the one-year participation rate is calculated. **This is the only rate that is printed on all reports.** The method of calculating the one-year rate varies according to the number of students enrolled on the first day of testing. If a school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the one-year rate calculation, the two-year participation rate is calculated. If the school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the two-year rate calculation, the three-year participation rate is calculated. If a school, LEA, or subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the Alternative Method column on the report.

Formulas for 2005 AYP Participation Rate Calculation

Participation rates are determined based on enrollment on the first day of testing, not on the number of valid scores. This is true for schools, LEAs, and numerically significant subgroups. Participation rates are calculated separately for ELA and mathematics.

	One Year Participation Rate Calculation				Two Year Participation Rate Calculation	Three Year Participation Rate Calculation
	A	B	C	D	E	F
If the school, LEA, or subgroup has:	100 or more enrolled first day of testing	51–99 enrolled first day of testing	50 enrolled first day of testing	1–49 enrolled first day of testing (participation rate is printed on report but participation rate criteria do not apply)	Did not meet 95% minimum using one-year rate calculation	Did not meet 95% minimum using one-year or two-year rate calculation
Then, the numerator is:	Sum of the number of students tested on CST, grades 2–8; CAHSEE, grade 10; and CAPA, grades 2–8 and 10				Add numerator for 2005 to numerator for 2004	Add numerator for 2005 to numerators for 2004 and 2003
And the denominator is:	Sum of the STAR enrollment first day of testing, grades 2–8, and CAHSEE enrollment, grade 10				Add denominator for 2005 to denominator for 2004	Add denominator for 2005 to denominator for 2004 and 2003
The rounding method is:	Round to the nearest whole number	Round UP to the nearest whole number			Use rounding method according to number of enrollment	Use rounding method according to number of enrollment
The criteria used for participation rate are:	95%	95%	Minimum 47 tested	Participation rate requirement does not apply.	95%	95%

Requirement 2: Percent Proficient – Annual Measurable Objectives (AMOs)

NCLB mandates that all students perform at the proficient level or above on state assessments in ELA and mathematics by 2014. California's Annual Measurable Objectives, or AMOs, are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments used for AYP. The AMOs rise almost every year so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above.

Students who were absent from testing due to a significant medical emergency are excluded from the percent proficient calculations. (Student records marked as “not tested due to significant medical emergency” are not counted for or against the school or LEA in the percent proficient.)

If a school or LEA does not make AYP in 2005 solely due to its students with disabilities subgroup not making AMOs in either ELA and/or mathematics, 20 percentage points are added to the school's or LEA's percent proficient or above for the students with disabilities subgroup.

If the school or LEA has 100 or more valid test scores, the percent proficient is calculated for subgroups that are numerically significant. A numerically significant subgroup for percent proficient calculations is defined as having 100 or more students with valid scores OR 50 or more students with valid scores who make up at least 15 percent of the total valid scores. If the school or LEA has fewer than 100 valid scores, none of the subgroups are considered numerically significant.

2005 Percent Proficient, Standard Criteria

The following table shows California's 2005 percent proficient (AMO) criteria for schools or LEAs with at least 100 valid test scores or for numerically significant subgroups (standard criteria).

It is important to note that the percent proficient criteria for **schools** in a unified school district **differ** from the **school district's** criteria. The percent proficient criteria for the state are the same as for a unified school district.

2005 Percent Proficient, Standard Criteria

Standard Criteria (School or LEA has at least 100 valid scores; subgroup has at least 50 valid scores.)	Percent Proficient or Above On the CST, CAHSEE, and CAPA for 2005	
	English-Language Arts	Mathematics
Schools		
Elementary and Middle Schools	24.4	26.5
High Schools	22.3	20.9
LEAs		
Elementary School Districts	24.4	26.5
High School Districts (with grade levels 9–11 only)	22.3	20.9
Unified School Districts, High School Districts, and COEs (with grade levels 2–8 and 9–11)	23.0	23.7

Note: COEs = county offices of education.

2005 Percent Proficient, Small School/LEA Criteria

All schools and LEAs receive an AYP report, including those in the Alternative Schools Accountability Model (ASAM), small schools, small school districts, and small county offices of education. Schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. Numerically significant subgroups with fewer than 100 valid scores use the standard criteria (see the table shown on the previous page).

The following table shows the number of scores a school or LEA needs at proficient or above in order to meet the adjusted AMO criteria for 2005. The table was generated by using the standard error of the proportion to construct a confidence interval around the school's observed proportion ("proficient or above"), based on a 99 percent confidence interval for each school. This confidence interval covers 2.33 standard deviation units above and below the school's observed proportion. If the percent proficient falls within this range, it cannot be considered statistically different enough from the school's observed proportion; therefore, the school scored high enough to meet the AMO. The percent proficient has been converted into the number of proficient or above scores to facilitate the use of the table. Finally, the table has been adjusted to smooth the transition at the upper range of valid scores so that there is not an abrupt jump in the percent proficient targets when moving from 99 to 100 valid scores.

Confidence Interval Adjusted AMO Table

To use the table, determine the number of valid scores available in a content area. Then reference the appropriate percent proficient, or AMO criteria, at the top of the table to determine the number of scores at or above the proficient level that are needed to meet the criterion. Refer to page 52 for the appropriate percent proficient (AMO) for your school or LEA.

Number Valid Scores	Percent Proficient (AMO) Criteria					
	20.9%	22.3%	23.0%	23.7%	24.4%	26.5%
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	0	0
15	0	0	0	0	0	1
16	0	0	0	0	0	1
17	0	0	0	0	1	1
18	0	0	1	1	1	1
19	0	1	1	1	1	1
20	1	1	1	1	1	1
21	1	1	1	1	1	1
22	1	1	1	1	1	1
23	1	1	1	1	1	2
24	1	1	1	1	1	2
25	1	1	1	1	2	2
26	1	1	2	2	2	2
27	1	2	2	2	2	2
28	1	2	2	2	2	2
29	2	2	2	2	2	3
30	2	2	2	2	2	3
31	2	2	2	2	2	3
32	2	2	2	2	3	3
33	2	2	2	3	3	3
34	2	2	3	3	3	3
35	2	3	3	3	3	4
36	2	3	3	3	3	4
37	3	3	3	3	3	4
38	3	3	3	3	4	4
39	3	3	3	4	4	4
40	3	3	4	4	4	5
41	3	3	4	4	4	5
42	3	4	4	4	4	5
43	3	4	4	4	4	5
44	3	4	4	4	5	5
45	4	4	4	5	5	5
46	4	4	4	5	5	6
47	4	4	5	5	5	6
48	4	4	5	5	5	6
49	4	5	5	5	5	6
50	4	5	5	5	6	6

Number Valid Scores	Percent Proficient (AMO) Criteria					
	20.9%	22.3%	23.0%	23.7%	24.4%	26.5%
51	4	5	5	5	6	7
52	5	5	5	6	6	7
53	5	5	6	6	6	7
54	5	5	6	6	6	7
55	5	6	6	6	6	7
56	5	6	6	6	7	8
57	5	6	6	7	7	8
58	5	6	6	7	7	8
59	6	6	7	7	7	8
60	6	6	7	7	7	8
61	6	7	7	7	8	9
62	6	7	7	7	8	9
63	6	7	7	8	8	9
64	6	7	7	8	8	9
65	6	7	8	8	8	9
66	7	7	8	8	8	10
67	7	7	8	8	9	10
68	7	8	8	8	9	10
69	7	8	8	9	9	10
70	7	8	8	9	9	10
71	7	8	9	9	9	11
72	8	8	9	9	10	11
73	8	8	9	9	10	11
74	8	9	9	9	10	11
75	8	9	9	10	10	11
76	8	9	9	10	10	12
77	8	9	10	10	10	12
78	8	9	10	10	11	12
79	9	9	10	10	11	12
80	9	10	10	11	11	12
81	9	10	10	11	11	13
82	9	10	10	11	11	13
83	9	10	11	11	12	13
84	9	10	11	11	12	13
85	10	10	11	11	12	13
86	10	11	11	12	12	14
87	10	11	11	12	12	14
88	10	11	12	12	13	15
89	10	11	12	13	13	16
90	11	12	13	14	14	17
91	12	13	14	15	15	18
92	13	14	15	16	16	19
93	14	15	16	17	17	20
94	15	16	17	18	18	21
95	16	17	18	19	19	22
96	17	18	19	20	20	23
97	18	19	20	21	21	24
98	19	20	21	22	22	25
99	20	21	22	23	23	26
100	21	22	23	24	24	27

The table below shows the formulas for calculating the percent proficient. A two-year and a three-year average percent proficient or above will be considered for schools, LEAs, and subgroups that have not met the 2005 AMOs using a one-year formula. Averages are determined by aggregating results over two or three years. First, the one-year percentage is calculated. **This is the only percentage that is printed on all reports.** If a school, LEA, or subgroup does not meet its AMO target using the one-year method, the two-year method is used. If the school, LEA, or subgroup does not meet its AMO target using the two-year method, the three-year method is used. If a school, LEA, or subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the Alternative Method column on the report.

Formulas for 2005 AYP Percent Proficient Calculation

The percent proficient is calculated for English-language arts and mathematics.

	One-Year Percent Proficient Calculation		Two-Year Percent Proficient Calculation	Three-Year Percent Proficient Calculation
	A	B	C	D
If the school or LEA has:	100 or more valid test scores	Fewer than 100 valid test scores	Did not meet the AMO criteria using the one-year calculation	Did not meet the AMO criteria using the two-year calculation
If the subgroup is:	Numerically Significant	N/A*	Did not meet the AMO criteria using the one-year calculation	Did not meet the AMO criteria using the two-year calculation
Then, the numerator is:	Sum of the number valid proficient or above scores on CST, grades 2–8; CAHSEE, grade 10; and CAPA, grades 2–8 and 10	N/A*	Add numerator for 2005 to numerator for 2004	Add numerator for 2005 to numerator for 2004 and 2003
And the denominator is:	Sum of the total number valid scores on CST, grades 2–8; CAHSEE, grade 10, and CAPA, grades 2–8 and 10	N/A*	Add denominator for 2005 to denominator for 2004	Add denominator for 2005 to denominator for 2004 and 2003
The rounding method is:	Round to the nearest tenth place	N/A*	Use rounding method	Use rounding method
The criteria used for percent proficient are:	Vary by school and LEA type (see page 52)	Use Confidence Interval Adjusted AMO Table (see page 54)	Use criteria	Use criteria

* The percent proficient data for the school, LEA, or subgroup is calculated on the 2005 Accountability Progress Report using the formula shown in Column A. However, the confidence interval alternative method is used as criteria only for the school or LEA. For numerically significant subgroups, there are no criteria.

Note: Valid scores are test takers who are not mobile (see also “Inclusion/Exclusion Rules” beginning on page 91).

Students who were absent from testing due to a significant medical emergency are excluded from the percent proficient calculations.

If a school or LEA does not make AYP in 2005 solely due to its students with disabilities subgroup not making AMOs in either English-language arts or mathematics, 20 percentage points are added to the school's or LEA's percent proficient level or above for the students with disabilities subgroup.

A two-year and a three-year average percent proficient level or above will be considered for schools, LEAs, and subgroups that have not met the 2005 AMOs using a one-year formula.

Requirement 3: API as Additional Indicator

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and LEAs. Progress on the API is defined differently for AYP requirements than for the state API requirements.

2005 API as Additional Indicator, Standard Criteria

Standard Criteria (School or LEA has at least 11 valid scores)	To meet API Additional Indicator requirements for the 2005 AYP:	School or LEA must: ■ Show growth of at least one point for 2004–05 OR ■ Have a 2005 API Growth score of at least 590
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For example, a school with a API Base of 493 that grew to 494 on its API Growth would meet the criteria for the additional indicator under AYP. These requirements apply at the school and LEA levels but do not apply to subgroups.

2005 API as Additional Indicator, Small School/LEA Criteria

Small schools and small LEAs with under 11 valid scores have adjusted API criteria for AYP reporting. The following table shows the adjusted API criteria for 2005 AYP.

Confidence Interval Adjusted API Table

Small School and LEA Criteria (School or LEA has fewer than 11 valid scores.)	Number of Valid Scores	Minimum API
	10	448
	9	440
	8	431
	7	420
	6	406
	5	389
	4	365
	3	330
	2	272
	1	200

Note: For a school or LEA with fewer than 11 valid scores, APIs will not be shown on the report. Instead, an “N/A” will be printed on the report; however, whether or not the LEA or school met the API criteria is still printed.

Requirement 4: Graduation Rate

NCLB requires that the state use the graduation rate as an additional indicator for all schools and LEAs with high school students.

2005 Graduation Rate Criteria

<p>To meet Graduation Rate Criteria for the 2005 AYP:</p>	<p>School or LEA must:</p> <ul style="list-style-type: none"> ■ Option 1: Have a 2005 graduation rate of at least 82.9 OR ■ Option 2: Show improvement in the graduation rate from 2004 to 2005 of at least 0.1 OR ■ Option 3: Show improvement in the average two-year graduation rate of at least 0.2
--	--

The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2005). On other California Department of Education reports, the graduation rate is defined as the school year of the graduating class (e.g., Class of 2003–04). Note that the AYP graduation rate data on the report are one year older than other data on the AYP report. These data are from the California Basic Educational Data System (CBEDS).

Calculating 2005 AYP Graduation Rate

The graduation rate calculation method for 2005 AYP is the same as the method used for 2004 AYP. California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (e.g., high school graduates) and high school dropouts, aggregated over a four-year period. Federal requirements define high school “completers” in the same way as high school “graduates” is defined in the CBEDS.

Four-Year Graduation Rate Formula for NCLB

High School Graduates, year 4

[High School Graduates, year 4
+ (Grade 9 Dropouts, year 1 +
Grade 10 Dropouts, year 2 +
Grade 11 Dropouts, year 3 +
Grade 12 Dropouts, year 4)]

In this table, year 4 is the latest year, while year 1 refers to three years prior. For example, in the graduation rate for 2005, year 4 would be 2003–04 data, and year 1 would be 2000–01 data.

Example of Graduation Rates

These rates are reported on the CDE Web site at <http://data1.cde.ca.gov/dataquest/>.

The screenshot shows a web browser window titled "Adequate Yearly Progress Report". The address bar shows a URL from the California Department of Education. The page content includes a sidebar with navigation links (Favorites, History, Search, Scrapbook, Page Holder) and a main area with the following information:

California Department of Education
Educational Demographics Unit

Graduation Rates Based on NCES Definition - District Report

Select Year: **2003-04** Report: **Graduation Rates Based on NCES Definition by District (with school data)**

Select District: **9898765--POLARIS UNIFIED**

Data sources FAQs

School	Dropouts Gr.9 (00-01)	Dropouts Gr.10 (01-02)	Dropouts Gr.11 (02-03)	Dropouts Gr.12 (03-04)	Dropouts Gr.9 (00-01) through Gr.12 (03-04)	Grade 12 Graduates (03-04)	Graduation rate*
SUNSET HIGH	119	41	9	3	172	508	74.7
SATURN HIGH	52	23	12	27	114	498	81.4
NORTH STAR HIGH	20	15	5	0	40	537	93.1
JUPITER HIGH (CONT.)	1	7	11	3	22	0	n/a
DISTRICT TOTAL:	192	86	37	33	348	1,543	81.6
COUNTY TOTAL:	5,000	3,875	4,137	3,930	16,942	79,509	82.4
STATE TOTAL:	12,006	11,034	11,632	14,313	48,985	325,928	86.9

*Graduation Rate Formula is based on the NCES definition:

$$\frac{\text{Number of Graduates (Year 4)}}{\text{Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)}}$$

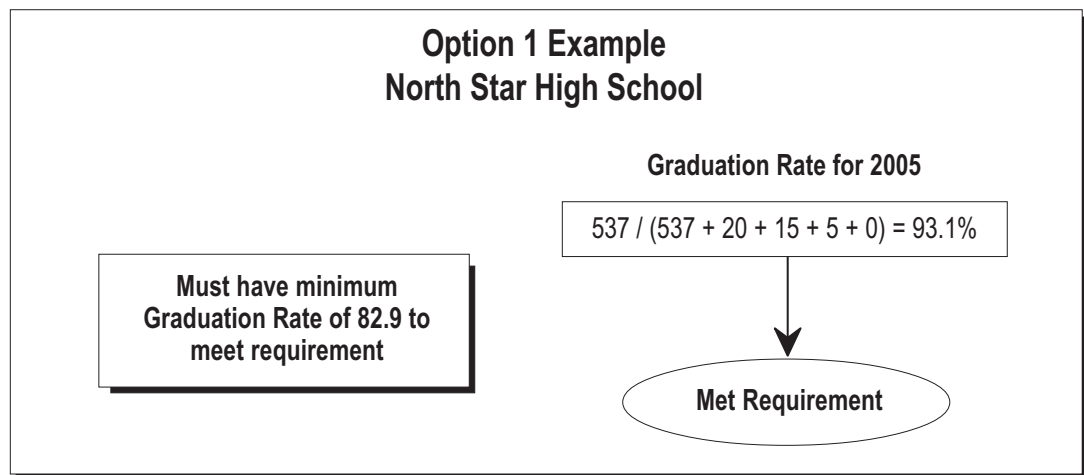
Data Sources:
 Dropouts Gr.9 (00-01) - CBEDS October 2001
 Dropouts Gr.10 (01-02) - CBEDS October 2002
 Dropouts Gr.11 (02-03) - CBEDS October 2003
 Dropouts Gr.12 (03-04) - CBEDS October 2004
 Grade 12 Graduates (03-04) - CBEDS October 2004

The graphic on the previous page shows an example of the graduation rate report for a school district. On this report, the graduation rate is listed according to the school year of the graduating class (e.g., Class of 2003–04). However, the graduation rate for AYP purposes is defined according to the year of AYP reporting. Therefore, the “2003–04” graduation rate shown in the sample report (showing Class of 2003–04 data) is referred to as the “graduation rate for 2005” for AYP purposes.

Using these data and the four-year NCLB formula for calculating the graduation rate, three examples below show the three optional methods for meeting 2005 AYP graduation rate criteria. Option 1 is an example of North Star High School. Option 2 is an example of Polaris Unified School District. Option 3 is an example of Saturn High School.

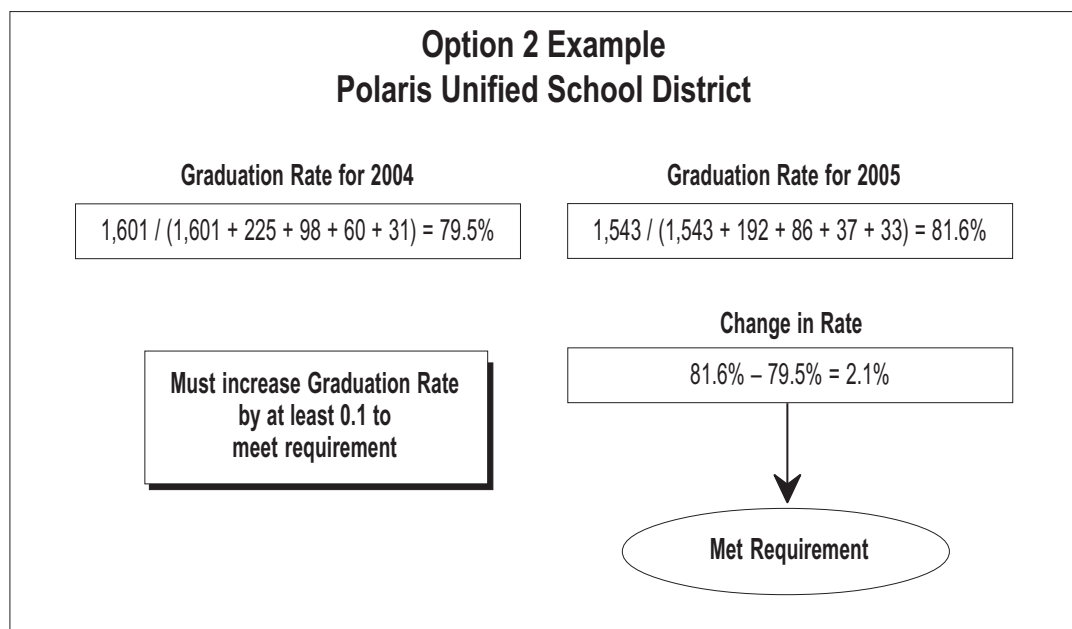
Examples of Three Methods for Meeting 2005 AYP Graduation Rate Criteria

Example of Option 1: Graduation Rate of 82.9 or Above



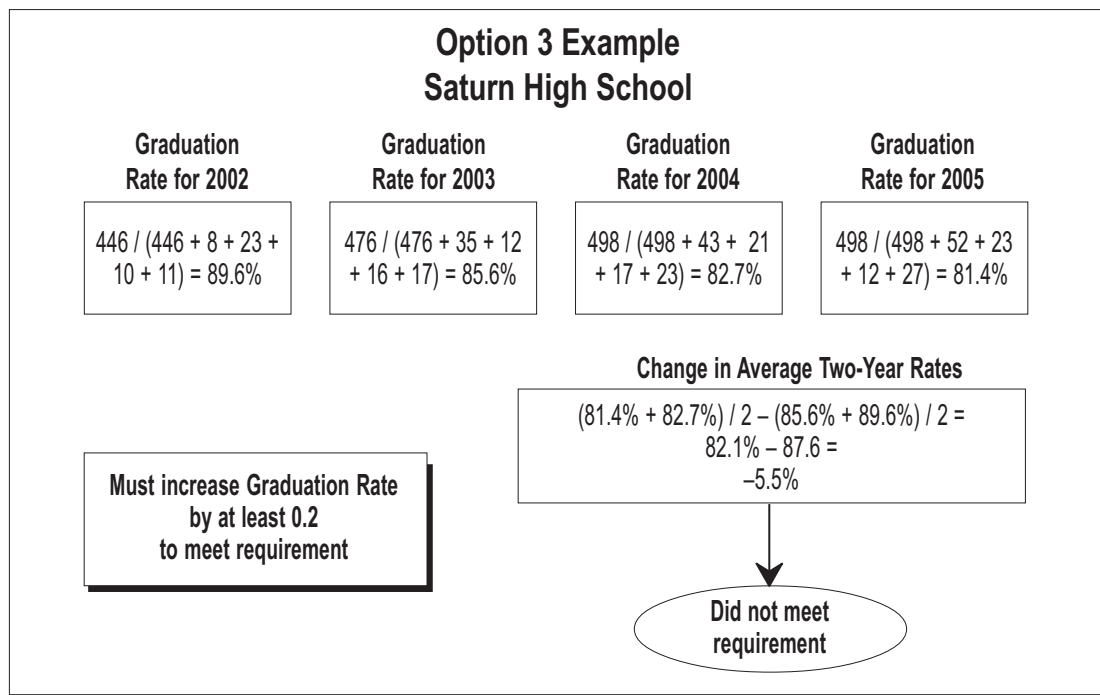
In the example in above, North Star High School met its 2005 AYP criteria for the graduation rate under Option 1 because the rate for 2005 was 93.1, which exceeds the minimum rate of 82.9.

Example of Option 2: Gain in Rate of At Least 0.1



In the example above, Polaris Unified School District met its 2005 AYP criteria for the graduation rate under Option 2 because the rate change from 2004 to 2005 was 2.1, which exceeds the minimum requirement of a 0.1 gain.

Example of Option 3: Gain in Two-Year Average Rate of At Least 0.2



In the example above, Saturn High School did not meet its 2005 AYP criteria for the graduation rate under Option 3 because the change in the average of the two-year rates was -5.5 , which does not meet the minimum requirement of a 0.2 gain.

Schools or LEAs meet the graduation rate criteria by meeting the requirements of any one of the three options.

Safe Harbor

NCLB contains a “safe harbor” provision for meeting AYP in some circumstances. The safe harbor criteria will be applied in the 2005 Accountability Progress Reports update, scheduled to be reported in October 2005. Safe harbor is an alternate method of meeting the AMOs if a school, LEA, or subgroup is showing progress in moving students from scoring below the proficient level to proficient level or above on STAR, CAHSEE, and/or CAPA examinations. In the event that a school, LEA, or student subgroup does not meet its AMO criteria in either or both content areas, AYP may be achieved if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below proficient in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year.
- The school, LEA, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics.

- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had an API Growth of 590 or more.
- The school or LEA must have met graduation rate criteria, if applicable.

New in the 2005 AYP, a confidence interval of 75 percent will be applied to safe harbor calculations.

Example of Safe Harbor Using 75 Percent Confidence Interval

Example School: Sunshine Elementary

The school met its 2005 AMOs in mathematics and had a 95 percent participation rate in 2005 for both ELA and mathematics. The school demonstrated one-point growth in its API from 2004 to 2005 and had a 2005 API Growth of 600. The school had no numerically significant subgroups in either 2004 or 2005.

	2004 ELA A	2005 ELA B	Calculation C
A. Number Proficient or Above (NP)	10 (NP ₀₄)	26 (NP ₀₅)	
B. Number Below Proficient (NBP)	190 (NBP ₀₄)	174 (NBP ₀₅)	
C. Total Number of Valid Scores (TN)	200 (TN ₀₄)	200 (TN ₀₅)	
D. Percent Proficient or Above (PP)	5 (PP ₀₄)	13 (PP ₀₅)	(NP/TN) x 100
E. Percent Below Proficient (PBP) <i>The 2005 rate should decrease by at least 10 percent from the 2004 rate to meet Safe Harbor criteria.</i>	95 (PBP ₀₄)	87 (PBP ₀₅)	100 – PP
F. Maximum Percent Below Proficient (MPBP) <i>This is the maximum percent below proficient for 2005 to meet Safe Harbor criteria.</i>	85.5 (MPBP)		0.9 x PBP ₀₄
G. Minimum Percent Proficient for 2005 Safe Harbor (PPSH) <i>This is the minimum 2005 percent proficient or above necessary to meet Safe Harbor criteria in 2005.</i>	14.5 (PPSH)		100 – MPBP
H. 75% Confidence Interval (CI) <i>This is the extra margin of error provided to the 2005 percent proficient or above.</i>	1.99110572 (CI)		0.68 x SQRT (PP ₀₄ x PBP ₀₄ /TN ₀₄ + PPSH x MPBP/TN ₀₅)
I. 2005 Percent Proficient with 75 Percent Confidence Interval <i>If this rate is higher than the Minimum Percent Proficient for 2005 Safe Harbor (PPSH), the Safe Harbor criteria were met.</i>		14.9911057 (PPCI)	PP ₀₅ + CI If PPCI > PPSH, criteria met.

This school met the Safe Harbor criteria because the 2005 Percent Proficient with 75 Percent Confidence Interval (14.9911) is greater than the Minimum Percent Proficient for 2005 Safe Harbor (14.5 percent) needed to show a 10 percent reduction in students below proficient.

In the example on page 62 of safe harbor, the school shows five percent of its students scoring at the proficient level or above schoolwide in 2004 in ELA (shown as PP_{04} in row D, column A). The school does not make AYP in that year because five percent is below the AMO criteria of 13.6 percent for ELA.

In 2005, the school's percent at the proficient level or above in ELA increases to 13 percent (shown as PP_{05} in row D, column B). Except for ELA, however, the school met all the other criteria for making AYP. (It made its AMO in mathematics, its API increased by at least one point, and the 95 percent participation rate was met.)

The school would not ordinarily make AYP in 2005 because 13 percent is below the AMO of 24.4 percent for ELA. However, the school's **percentage at the below proficient level in ELA decreased by the safe harbor requirement of at least 10 percent with the 75 percent confidence interval adjustment** (shown in the calculation steps in rows E through I).

For 2005, the 75 percent confidence interval provides an extra margin of error in the calculations to enhance reliability in the determination of schools meeting safe harbor criteria. Therefore, the school meets AYP according to safe harbor because the percentage of students performing at the below proficient level decreased by at least 10 percent from the preceding school year in ELA, the content area in which AMO was not met, and it met its other AYP criteria.

AYP Appeals Process

A local educational agency (LEA) on its own behalf or on behalf of its schools may appeal the 2005 Adequate Yearly Progress (AYP) results that are shown on the August 31, 2005 Accountability Progress Report. A separate appeal form must be submitted for the LEA and each school.

The results of an AYP appeal could impact the PI status of any Title I-funded school or LEA that will potentially enter, advance in, or exit from PI in 2005–06. Therefore, it is essential that LEAs submit all appeals by the deadline of September 19, 2005. Regardless of the status of an appeal, LEAs must notify parents or guardians of students enrolled in an identified PI school of the school's PI status and the option to transfer to a non-PI school with paid transportation **by no later than September 1**. More information on these requirements may be found at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Criteria for Appeals of the 2005 AYP Determination

Appeals of the 2005 AYP determination will be accepted for the following reasons:

A. Calculation error	<ul style="list-style-type: none"> ■ The CDE erred in calculating the participation rate, AMOs, API, or graduation rate. ■ This reason does not apply to CDE calculations based on erroneous demographic data submitted to the test publisher or to the CDE.
B. Substantive reason	<ul style="list-style-type: none"> ■ An example would be a natural disaster that prevented the LEA from administering the applicable assessment. ■ Supporting documentation should establish the unique character of the substantive reason.
C. Medical emergency	<ul style="list-style-type: none"> ■ A significant medical emergency prevented the student from taking the originally scheduled state assessment(s) as well as the make-up assessment(s) used for establishing AYP (STAR for grades two through eight, <i>CAHSEE</i> for grade ten, <i>CAPA</i> for grades two through eight and ten), and the schoolwide and/or numerically significant subgroup participation rate has been affected.
D. Pair and share	<ul style="list-style-type: none"> ■ The AYP determination was based on results from other students, schools, or LEAs. (The AYP was based on pairing and sharing the results of other schools or of the school district in which the school is located.) In this instance, the LEA or school will have to submit test results or other data that are a more valid measure of the LEA's or school's performance than the information that appears on the 2005 Accountability Progress Report.

Appeals must be filed with the Policy and Evaluation Division at the California Department of Education (CDE) by 5:00 p.m. on September 19, 2005. Appeal results will be incorporated into the revised 2005 Accountability Progress Reports planned for release on October 5, 2005.

The LEA submitting the appeal on its behalf or on behalf of its schools must include appropriate documentation supporting the appeal criteria and a detailed description of the issue and how its resolution will modify the AYP determination. Failure to submit appropriate documentation will result in denial of the appeal.

Questions about the AYP Appeals Process may be directed to the Evaluation, Research, and Analysis Unit of the CDE at (916) 319-0875 or via e-mail to evaluation@cde.ca.gov.

Numerically Significant Subgroups

AMO and participation rate criteria must be met at the school and LEA levels and by each numerically significant subgroup at the school, LEA, and state levels in each content area (ELA and mathematics). Reporting occurs for subgroups with at least 11 valid scores, but schools and LEAs are held accountable only for subgroups of 100 students or 50 students who represent at least 15 percent of the students to be tested.

Definitions of Subgroups Used in AYP

<p>A subgroup is “numerically significant” for AYP if it has:</p>	<p>Participation Rate (schools or LEAs with 100 or more students enrolled first day of testing)</p> <ul style="list-style-type: none"> ■ 100 or more students enrolled first day of testing <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ 50 or more students enrolled first day of testing who make up at least 15 percent of the total population <p>Percent Proficient (AMOs) (schools or LEAs with 100 or more valid scores)</p> <ul style="list-style-type: none"> ■ 100 or more students with valid scores <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ 50 or more students with valid scores who make up at least 15 percent of the total valid scores <p>Note: A school or LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator.</p>
<p>Subgroups used in AYP calculations include:</p>	<ul style="list-style-type: none"> ■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged ■ English Learner ■ Student with Disabilities
<p>“Socioeconomically Disadvantaged” is defined as:</p>	<ul style="list-style-type: none"> ■ A student whose parents both have not received a high school diploma <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

Definitions of Subgroups Used in AYP (continued)

“English Learner” is defined as:	<ul style="list-style-type: none"> ■ English Learner (EL) <li style="text-align: center;">OR ■ Redesignated-fluent-English-proficient (RFEP) students who have not scored at the proficient level or above on the <i>CST in ELA</i> for three years
“Student with Disabilities” is defined as:	A student who receives special education services and has a valid disability code

Note: These data are based on student answer documents from the spring 2005 STAR Program and *CAHSEE* administrations.

Redesignated Fluent English Proficient (RFEP) Students

In calculating AYP for the English learner subgroup for a school or LEA, redesignated fluent English proficient (RFEP) students are included in calculating the participation rate and AMOs for the “English Learner” subgroup. However, RFEPs are not counted when determining whether the English learner subgroup meets the minimum group size to be numerically significant. For example, a school with 150 English learner valid scores and 50 RFEP valid scores would have a numerically significant English learner subgroup because 150 is above the definition of at least 100 valid scores to be numerically significant (as defined on the previous page). The calculation of the school’s percent proficient, however, would be based on 200 valid scores, which includes the English learner and RFEP student results.

English Learners First Enrolled in U.S. Schools

For 2005 AYP, the results of English learners who were first enrolled in U.S. schools for less than a year are not included in the count of valid scores or in the count of the proficient level and above. However, the definition of “the year English learners are first enrolled in U.S. schools” for 2005 AYP is different from the definition used for 2004 AYP. In 2004, it was defined as the spring of the year first enrolled in a U.S. school. For 2005, the exact date is used. The date first enrolled is compared to the date when most students have yet to start STAR Program testing, which was determined to be March 15, 2005. Any English learners with an enrolled date after March 15, 2004, is considered as enrolled in a U.S. school less than a year at STAR Program or *CAHSEE* testing and was not counted in valid scores or AMOs.

Schools or LEAs with Limited Results

The No Child Left Behind (NCLB) Act of 2001 requires that all schools be included in AYP reporting. Not all schools contain grades for which AYP data are collected. A number of alternate methodologies to combine and report data, therefore, were required for the 2005 Accountability Progress Reports.

Only schools and LEAs with 2005 STAR Program results in grades two through eight or *CAHSEE* results in grade ten were processed for participation rates, percent proficient, and API according to the standard procedures. Other schools and LEAs were evaluated using alternative methodologies.

Only schools and LEAs with 2005 graduation rates (Class of 2003–2004) had the graduation rates calculated using standard procedures. High schools without 2005 graduation rates or high schools with the primary mission of returning students to the regular classroom in a comprehensive high school were evaluated using alternative methodologies.

Standard calculations were used for most schools, LEAs, and subgroups in the 2005 Accountability Progress Reports, indicated by a blank in the “Alternative Method” column(s) on the reports. Alternative methodologies are listed in the following table:

Alternative Methods

- **AJ = Adjustment for students with disabilities:** If a school or LEA does not make AYP in 2005 solely due to its students with disabilities subgroup not making AMOs, 20 percentage points were added to the school's or LEA's percent proficient for this subgroup.
- **CA = County average, DA = District average:** For schools with no results on tests used in AYP calculations or no graduation rate (if applicable), calculations were based on the school district averages. If no school district values are available, county-wide averages are used.
- **CI = Passed using confidence intervals:** Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology.

Alternative Methods (continued)

- **CK = CAPA and CAHSEE only:** Schools with CAPA and CAHSEE but no CST results have participation rates, percent proficient, and APIs based only on CAPA and CAHSEE.
- **CP = CAPA only:** Schools with only CAPA results have participation rates, percent proficient, and APIs based only on CAPA.
- **EN = Enrollment less than 50:** Schools or LEAs with less than 50 students enrolled do not have participation rate criteria, and "Yes" is shown for school-wide or LEA-wide in the "Met 2005 AYP Criteria" column on the report.
- **ER = Enrollment 50 to 99:** Small schools and LEAs with 50 to 99 enrollment have slightly adjusted participation rate criteria to account for the small numbers. Schools or LEAs with 50 students enrolled met participation rate criteria by having at least 47 students tested. Schools or LEAs with between 51 and 99 students enrolled met participation rate criteria by having a schoolwide or LEA-wide participation rate of at least 95 percent, but the rate is rounded up to the nearest whole number (unlike the standard criteria in which standard rounding is applied to the rate).
- **G1 = Grade 11 only:** High schools without grade ten CAHSEE results and no grade nine CST results but with grade eleven CST results that include at least 95 percent tested on CST Math have participation rates, percent proficient, and APIs based on grade eleven CST results.
- **G9 = Grade 9 only:** High schools without grade ten CAHSEE results but with grade nine CST results have participation rates, percent proficient, and APIs based on grade nine CST results.
- **KC = CAHSEE only:** Schools with CAHSEE but no STAR or CAPA results have participation rates, percent proficient, and APIs based only on CAHSEE.
- **OT = Other:** In very rare cases, special calculations may have been required due to unique situations.
- **PS = Pair and share:** California testing begins in grade two. For schools with only kindergarten and/or grade one, the scores for the schools to which these students matriculate were used. This is also referred to as "pairing and sharing." For schools that do not supply pair and share data, the school district or county values are used (CA or DA).
- **SH = Passed by Safe Harbor:** The school, LEA, or subgroup met the criteria for Safe Harbor, which is an alternate method of meeting the AMO if a school, LEA, or subgroup shows progress in moving students from scoring at the below proficient level to the proficient level or above on STAR, CAHSEE, and/or CAPA.
- **Y2 = Passed by using 2-year average:** Schools, LEAs, and subgroups that have not met 2005 AYP participation rate or percent proficient (AMO) criteria using a one-year formula met the participation rate or AMO using a two-year formula.
- **Y3 = Passed by using 3-year average:** Schools, LEAs, and subgroups that have not met 2005 AYP participation rate or percent proficient (AMO) criteria using a one- or two-year formula met the participation rate or AMO using a three-year formula.

Note: The original data for the school, LEA, or subgroup are shown on the 2005 Accountability Progress Report, even though the alternative method is used as the criterion, unless the school, LEA, or subgroup had no results for enrollment, valid scores, and/or graduation rate. In those cases, the alternative data are shown on the report.

The alternative methods listed in the table on the previous page may apply to one or more of the four areas of AYP requirements (participation rate, AMO, API, graduation rate). The following chart shows which methods apply to each of the four areas.

Alternative Methods Codes

Alternative Method	Participation Rates	AMOs	APIs	Graduation Rates
AJ = Adjustment for students with disabilities		NSS		
CA = County average		SL	SL	SL
CI = Passed using confidence intervals		SL	SL	
CP = <i>CAPA</i> only			SL	
CK = <i>CAPA</i> and <i>CAHSEE</i> only			SL	
DA = District average	SL	SL	SL	SL
EN = Enrollment less than 50				
ER = Enrollment 50 to 99	SL/NSS			
G1 = Grade 11 only	SL/NSS	SL/NSS		
G9 = Grade 9 only	SL/NSS	SL/NSS		
KC = <i>CAHSEE</i> only			SL	
OT = Other	SL/NSS	SL/NSS	SL	SL
PS = Pair and share		SL	SL	
SH = Passed by Safe Harbor		SL/NSS		
Y2 = Passed by using 2-year average	SL/NSS	SL/NSS		
Y3 = Passed by using 3-year average	SL/NSS	SL/NSS		

SL = Schoolwide or LEA-wide

NSS = Numerically significant subgroup

Charter Schools

NCLB Requirements

This section summarizes information about the impact of Title I, Part A requirements on charter schools based on the *Non-Regulatory Guidance: The Impact of the New Title I Requirements on Charter Schools* issued by the United States Department of Education (ED) in July 2004. The guidance is available on the ED Web site at <http://www.ed.gov/policy/elsec/guid/charterguidance03.doc>.

Charter schools that are part of a local educational agency (LEA) (locally funded charter schools) and charters that are their own LEA (direct-funded charter schools) are subject to the same Adequate Yearly Progress (AYP) requirements of the No Child Left Behind (NCLB) Act of 2001 that apply to all public schools. If the charter school receives Title I funds, the Program Improvement (PI) accountability provisions under Section 1116 of Title I, Part A, also apply.

2005 Accountability Progress Report Rules

Charter schools may have special reporting or calculation rules in the 2005 Accountability Progress Reports.

Although a direct-funded charter school is considered to be its own LEA (California *Education Code* Section 47636(a)(1)), the school is treated as a **school** and receives the school report only. In addition, a direct-funded charter school is subject to the PI provisions that apply to **schools** and not LEAs for NCLB purposes.

For direct-funded charter schools with no valid test scores for assessments used in AYP calculations, the school is assigned the percent proficient results of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

For direct-funded charter schools that have enrollment in grades nine through twelve but no graduation rate, the school is assigned the graduation rate of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

AYP results from direct-funded charter schools will not be counted in the AYP results of the sponsoring school district or county office of education.

Role of Charter School Authorizer

The entity that authorizes a direct-funded or locally funded charter school has responsibility to oversee accountability requirements if the school is identified as PI. School districts, county offices of education, and the State Board of Education (SBE), as authorizers of charter schools, must work closely with the school to ensure that PI requirements are met and that the school receives technical assistance to improve student performance.

The responsibilities that a charter school authorizer must assume when a charter school is identified as PI include the following components:

- Promptly inform parents or guardians of each student enrolled in the school of the school's PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents or guardians can be involved in addressing the academic issues that led to the identification. The notification should include the school choice option of returning to the home public school. A sample parent/guardian notification letter for Year 1 PI charter schools is available on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and must cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with professional development requirements. PI schools must set aside 10 percent of their Title I allocation for professional development for teachers and other school staff. (This requirement excludes funds provided under NCLB Section 1119(1)—highly qualified teachers and paraprofessionals.)

The charter school authorizer is responsible in general for holding charter schools accountable to Title I, Part A, provisions, that include parent/guardian involvement and the highly qualified teacher and paraprofessional requirements.

Resources Available for PI Charter Schools

LEA authorizers that receive Title I funds and direct-funded charters as their own LEA may reserve Title I, Part A, funds on the Consolidated Application (Con App), Part II, on the *Reservations for Title I, Part A*, page to cover the costs of required NCLB-related activities, such as professional development for school staff, parental/guardian involvement, and PI mandates.

Direct-funded charters can help offset the costs incurred by a charter school authorizer that does not receive Title I funds, by using the allowable set-aside funds on the *Reservations for Title I, Part A* page of the Con App to pay for needed services that are provided by the charter school authorizer.

Title I Public School Choice and Supplemental Educational Services

Both locally funded and direct-funded charter schools, in collaboration with the charter school authorizer, must provide and pay for supplemental educational services if the schools are identified as PI schools in Years 2-5. Locally funded and direct-funded charter schools that are not in PI are eligible to become supplemental educational services providers.

Locally Funded Charter Schools

An LEA with a locally funded charter school that is in PI must provide school choice options with paid transportation to non-PI schools within the LEA. The LEA may list locally funded charter schools that are not in PI as choice options for students transferring from PI schools within the LEA. An LEA also may enter into an agreement with a non-PI direct-funded charter school within its geographic area to allow for student transfers. To the extent practicable, the LEA must enter into an agreement with a neighboring school district if no school choice options are available within the LEA.

If there are no choice options within the LEA, the LEA also may offer supplemental educational services for those students that choose to remain at the school during Year 1. LEAs and schools that choose to offer supplemental educational services during Year 1 are not required to use approved supplemental educational services providers.

Direct-Funded Charter Schools

Direct-funded charters, with the assistance of the charter school authorizer, must inform the parents or guardians of students enrolled in the school of the option to return to the “home” public school. If the home public school is a PI school, the parent or guardian may obtain information about transferring to a non-PI school within the “home” LEA with paid transportation, by contacting the “home” LEA.

If students choose to remain at the school, direct-funded charter schools in Year 1 of PI may also offer supplemental educational services to students who need additional help.

To the extent practicable, the direct-funded charter (as a charter school LEA) must enter into an agreement with a neighboring LEA if no school choice options are available within the “home” LEA or direct-funded charter school.

NCLB Qualifications of Teachers and Paraprofessionals

All charter schools must meet the requirements pertaining to the qualification of teachers under NCLB. Charter school paraprofessionals hired to work in programs supported with Title I, Part A funds must meet the paraprofessional provisions of the law in the same manner as public schools. More information about teacher and paraprofessional requirements can be found on the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/> and <http://www.cde.ca.gov/nclb/sr/tq/parafaq.asp>.

CAPA 1.0 Percent Cap for LEAs

Accountability under NCLB for certain students with severe cognitive disabilities is based on performance on the *California Alternate Performance Assessment (CAPA)*, which tests students using a subset of California's content standards. For calculating AYP, federal regulations adopted on December 9, 2003, set a cap of 1.0 percent on the percentage of students in an LEA whose scores can be counted as proficient or above based on an alternate assessment using alternate standards. This cap may be exceeded in cases where the LEA provides adequate justification to the state. Absent an exception, proficient or advanced level scores above the cap must be counted as not proficient in AYP calculations.

The percentage for determining if an LEA is above the 1.0 percent cap is calculated separately for both English-language arts (ELA) or mathematics in grades two through eight and ten using the following formula:

- Numerator = Number of proficient and advanced scores on 2005 CAPA from non-mobile students in a content area

“Mobile students” are defined as those who first enrolled in the LEA after the October 2004 CBEDS date.

- Denominator = 2005 STAR Program enrollment on the first day of testing, less mobile students

The rate is calculated separately for ELA and mathematics. The numerator only includes those scores used in calculating the percent proficient level or above, and the denominator includes all students in the grades assessed. There is no rounding in determining the proportion of test takers (i.e., 1.09 is not 1.1 and a proportion of a student would not be considered one student).

The final federal regulations became effective for the 2004 AYP. The CDE developed criteria and the methodology for meeting the NCLB regulations regarding the 1.0 percent cap. All LEAs were notified in July 2005 of the process to apply for an exception. The deadline for applying for an exception was August 19, 2005. **The official AYP determination of LEAs that are over the 1.0 percent cap is not included in the August 2005 release of the 2005 Accountability Progress Reports. This information will be provided in the October 2005 update of the Accountability Progress Reports.** Exception requests are reviewed and processed by the CDE. The status of exception requests will be noted on later versions of the 2005 Accountability Progress Report.

Information about the CAPA 1.0 percent cap criteria is located on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or <http://www.cde.ca.gov/sp/se/sr/capa.asp>.

Questions about calculating the 1.0 percent cap should be addressed to the Academic Accountability Unit (AAU) of the Policy and Evaluation Division at (916) 319-0863 or at aau@cde.ca.gov. Questions regarding the application for an exception to the 1.0 percent cap should be addressed to the Assessment Evaluation and Support Unit of the Special Education Division at (916) 327-3702 (Holly Evans-Pongratz).

IV. Federal Accountability: Program Improvement (PI)

School Accountability
LEA Accountability

School Accountability

Identification of Schools for PI

The federal No Child Left Behind (NCLB) Act of 2001 requires that all schools annually meet Adequate Yearly Progress (AYP) criteria. Schools that receive Title I, Part A, Basic, funds will be identified for Program Improvement (PI) if they do not meet AYP criteria for two consecutive years in specific areas. The PI requirements of NCLB do not apply to non-Title I schools. The determination of a school's PI status depends in part on whether the school is a Targeted Assistance School (TAS) or is operating a Schoolwide Program (SWP). The TAS and SWP information is obtained from Part I of the 2005–06 Consolidated Application. Data for the Consolidated Application were to have been submitted to the California Department of Education (CDE) by June 30, 2005.

A TAS is now identified for PI in part based on the disaggregation of data for the school's socio-economically disadvantaged (SED) student subgroup. The data are disaggregated into all numerically significant racial/ethnic, students with disabilities, and English learner subgroups within the SED subgroup. "Numerically significant" is defined in the same way as for all other subgroups: 100 or more students enrolled or with valid scores OR 50 or more students enrolled or with valid scores who make up at least 15 percent of the total enrollment or valid scores of the SED group.

LEAs have the primary responsibility to identify PI schools and to notify parents or guardians of students enrolled in the school of the school's PI status, based on the August 31, 2005, AYP results, the 2005–06 PI identification criteria shown in the table below, and the examples on the following pages. The parent/guardian notification, including the option to transfer to a non-PI school with paid transportation, must occur **no later than September 1**.

The 2005–06 PI status of schools (and LEAs) based on 2004 and 2005 AYP results may be confirmed by consulting the 2005 Accountability Progress Report on September 15, 2005. On that date, PI information will be incorporated into the report.

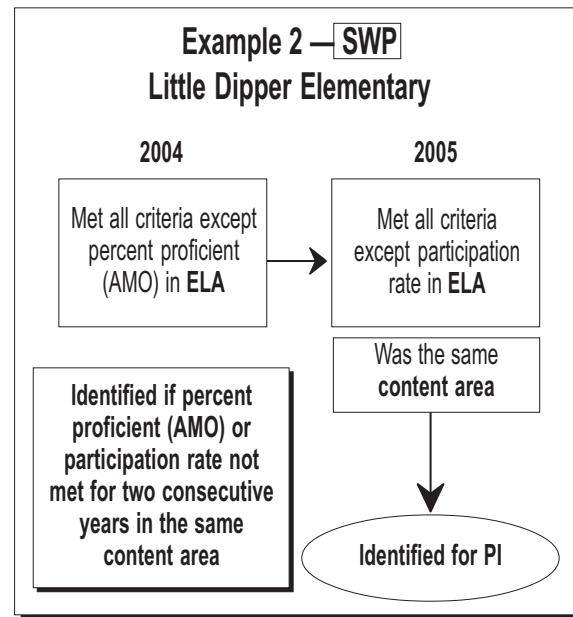
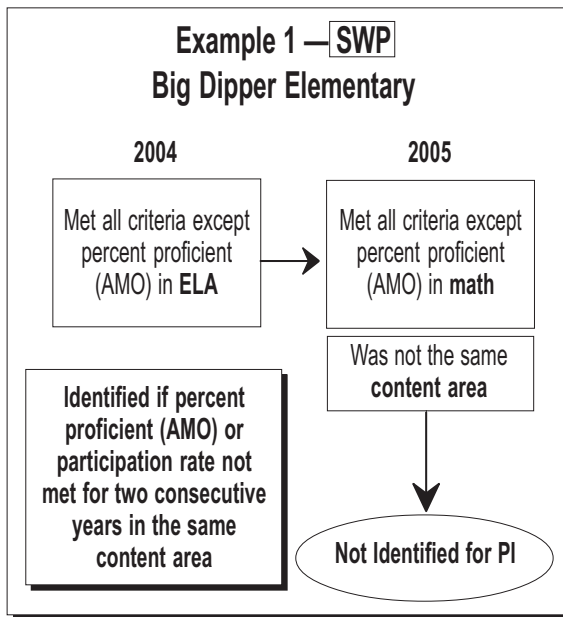
2005 PI Identification Criteria for Title I Schools

A Title I school will be identified for PI when, for each of two consecutive years, the school:	SWP or TAS without a Numerically Significant SED Subgroup	TAS with a Numerically Significant SED Subgroup
	1. Does not make AYP in the same content area (ELA or math) for either participation rate and/or percent proficient <small>(schoolwide or any numerically significant subgroup)</small> OR 2. Does not make AYP on the same indicator (API or graduation rate) <small>(schoolwide)</small>	1. Does not make AYP on the same indicator (API or graduation rate) <small>(schoolwide)</small> OR 2. Does not make AYP in the same content area (ELA or math) for either participation rate and/or percent proficient <small>(schoolwide or any numerically significant subgroup)</small> AND Does not make AYP in the same content area (ELA or math) for either participation rate and/or percent proficient <small>(numerically significant SED subgroup or any numerically significant subgroup within the SED subgroup)</small>

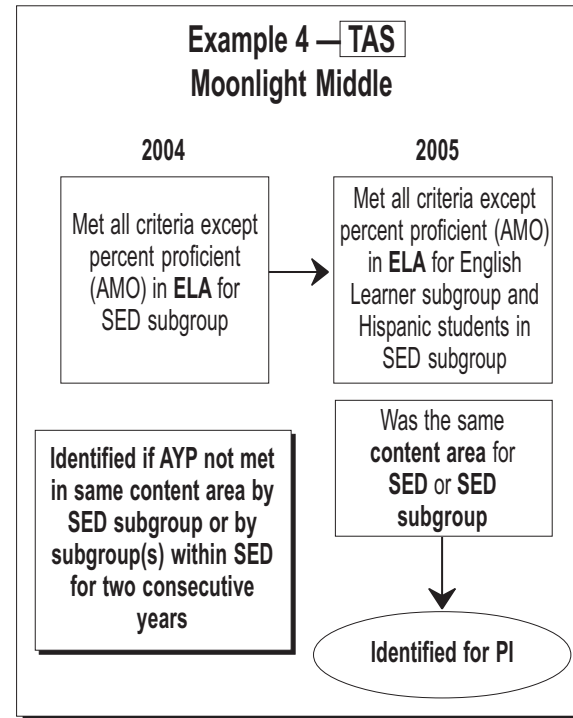
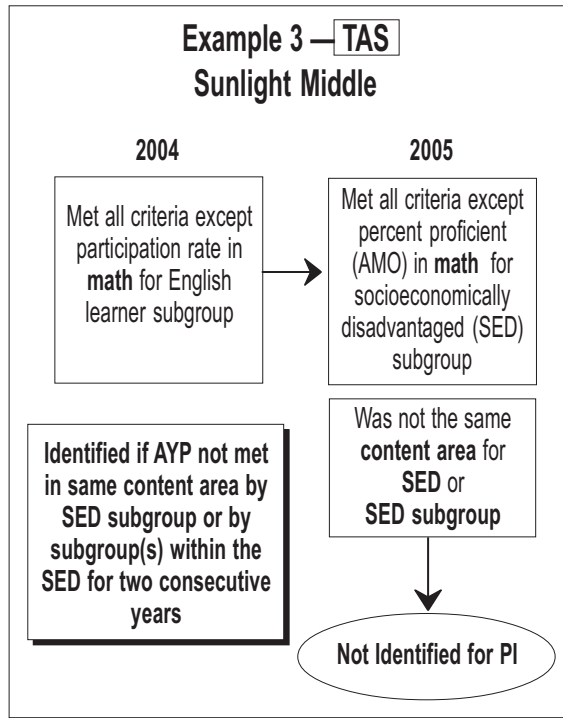
ELA = English-language arts; SWP = Schoolwide Program; TAS = Targeted Assistance School

Six Examples of PI Identification for Title I Schools

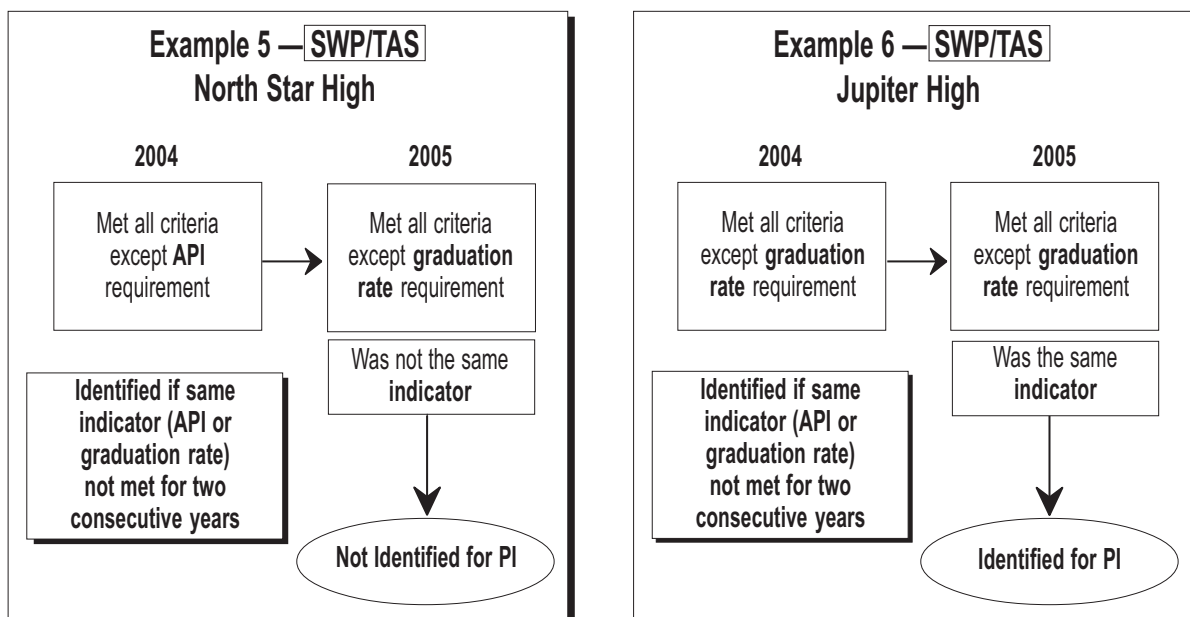
Content Area — SWP



Content Area — TAS



Indicator — SWP/TAS



Schools Already in PI

Three options for schools that have been identified for PI are as follows:

Advancing in PI

A school that begins the school year in PI and does not make all AYP criteria for that school year will advance to the next year of PI. For example, a school that implemented Year 1 of PI during the 2004–05 school year and did not make all AYP criteria at the end of that year will advance to Year 2 of PI during 2005–06. This school must continue the interventions that began during Year 1 and begin those interventions required in Year 2.

Maintaining PI Status

A school that begins the school year in PI and makes all AYP criteria for that school year will maintain the same PI status for the next school year. For example, a school that implemented Year 1 of PI during the 2004–05 school year and made all AYP criteria at the end of that year will maintain Year 1 PI status during 2005–06. This school must continue to offer the interventions begun during Year 1.

Exiting PI

A school will exit PI if it makes AYP for two consecutive years.

A school exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

NCLB PI School Requirements Chart

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
		School Improvement		Corrective Action	Restructuring	
		Year 1	Year 2	Year 3	Year 4	Year 5
Did Not Make AYP	Did Not Make AYP	<p>Local Educational Agency (LEA):</p> <ul style="list-style-type: none"> • Provide technical assistance to PI school. • Notify parents or guardians of PI status of school and school choice. • Set aside minimum 5% for professional development to meet highly qualified staff requirements. • Provide choice to attend another public school in the LEA that is not PI. (LEA is responsible for transportation costs.) • Establish peer review process to review revised school plan. <p>School:</p> <ul style="list-style-type: none"> • Revise school plan within 3 months to cover 2-year period. • Use 10% of Title I school funds for staff professional development. • Implement plan promptly. 	<p>LEA Continue:</p> <ul style="list-style-type: none"> • Technical assistance. • Parent/guardian notification of PI status of school, supplemental educational services. • Professional development. • School choice. • Supplemental educational services. <p>LEA Add:</p> <ul style="list-style-type: none"> • Provide supplemental educational services to eligible students. <p>School Continue:</p> <ul style="list-style-type: none"> • Plan implementation. • Professional development. 	<p>LEA Continue:</p> <ul style="list-style-type: none"> • Technical assistance. • Parent/guardian notification of PI status of school, school choice, supplemental educational services. • Professional development. • School choice. • Supplemental educational services. <p>LEA Add:</p> <p>LEA identifies school for corrective action and does at least one of the following:</p> <ul style="list-style-type: none"> • Replaces school staff. • Implements new curriculum. • Decreases management authority at school level. • Appoints outside expert. • Extends school year or day. • Restructures internal organizational structure of school. <p>LEAs may give direct technical assistance to school site councils in developing school plans.</p> <p>LEA informs parents and public of corrective action and allows comment.</p> <p>School Continue:</p> <ul style="list-style-type: none"> • Professional development. • Collaboration with district to improve student achievement. 	<p>LEA Continue:</p> <ul style="list-style-type: none"> • Technical assistance. • Parent/guardian notification of PI status of school, school choice, supplemental educational services. • Professional development. • School choice. • Supplemental educational services. <p>LEA and School Add:</p> <p>During Year 4, prepare plan for alternative governance of school. Select one of the following:</p> <ul style="list-style-type: none"> • Reopen school as a charter. • Replace all or most staff including principal. • Contract with outside entity to manage school. • State takeover. • Any other major restructuring. <p>LEA provides notice to parents and teachers and allows comment.</p> <p>School Continue:</p> <ul style="list-style-type: none"> • Professional development. • Collaboration with district to improve student achievement. 	<p>LEA Continue:</p> <ul style="list-style-type: none"> • Technical assistance. • Parent/guardian notification of PI status of school, school choice, supplemental educational services. • Professional development. • School choice. • Supplemental educational services. <p>LEA and School Add:</p> <p>School continues in PI, and LEA offers choice and supplemental educational services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</p>

LEA Accountability

Identification of LEAs for PI

NCLB Section 1116 (c)(3) requires the California Department of Education (CDE) to annually review the performance of each LEA receiving Title I, Part A, funds. The CDE must then identify for Program Improvement (PI) any LEA that has not made Adequate Yearly Progress (AYP) for two consecutive years. The requirements of NCLB to identify LEAs for PI do not apply to non-Title I LEAs.

Currently, school districts, direct-funded charter schools, and county offices of education are LEAs that are eligible to receive Title I, Part A, funds. **The State Board of Education (SBE) at its March 9, 2005, meeting revised the criteria used for identifying LEAs for PI.** The criteria are:

2005 PI Identification Criteria for Title I LEAs

<p>An LEA receiving Title I, Part A, funds will be identified for PI status when, for each of two consecutive years, the LEA:</p>	<ul style="list-style-type: none"> ■ Does not make AYP* in the same content area (English-language arts [ELA] or mathematics) AND does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten)** OR ■ Does not make AYP* on the same indicator (API or graduation rate)
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* To make AYP, an LEA must meet the following criteria, based on the aggregation of all student scores:

In Each Content Area

- 95 percent participation rate in ELA and mathematics LEA-wide and for each numerically significant subgroup.
- Annual Measurable Objectives (AMOs) in ELA and mathematics LEA-wide and for each numerically significant subgroup.

On Each Indicator

- API as additional indicator criteria LEA-wide.
- Graduation rate criteria LEA-wide for LEAs with high school students.

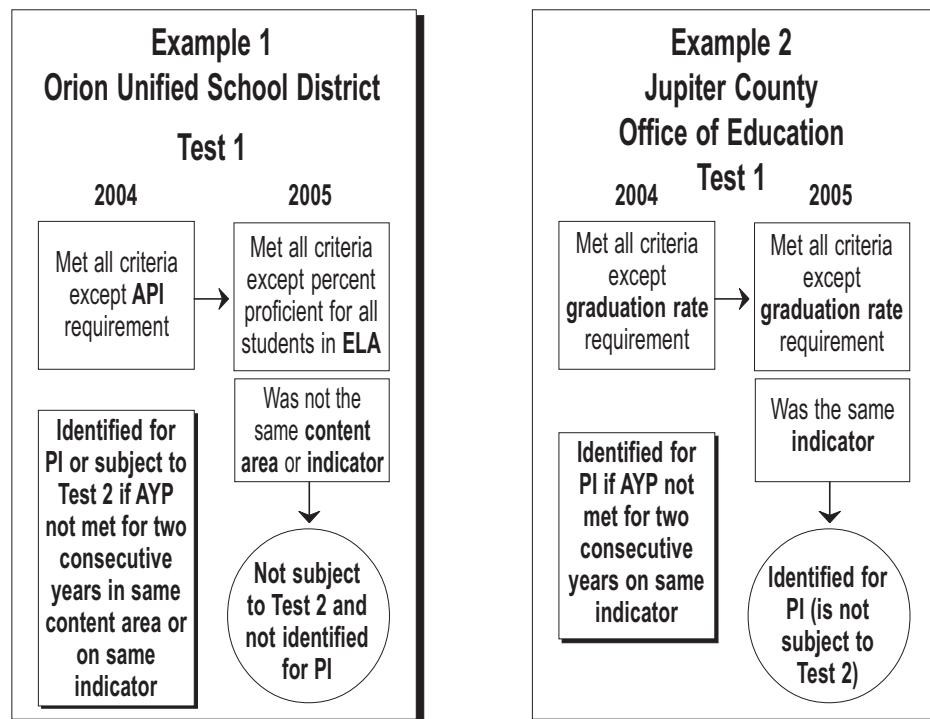
** To meet AYP criteria for each grade span, an LEA must meet the following criteria, based on the disaggregation of the LEA's results by each grade span:

- 95 percent participation rate in ELA and mathematics for each grade span and for each numerically significant subgroup in that grade span.
- AMOs in ELA and mathematics for each grade span and for each numerically significant subgroup in that grade span. **The AMO targets for grade spans two through five and six through eight are the same as those used for elementary and middle schools (shown on page 44). The AMO targets for grade span ten are the same as those used for high schools (shown on page 45).**

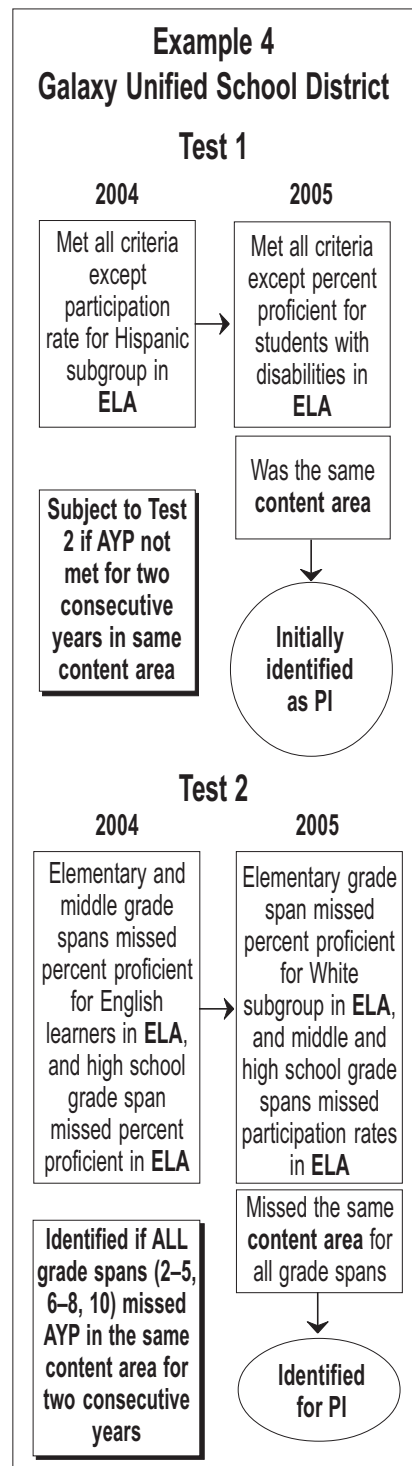
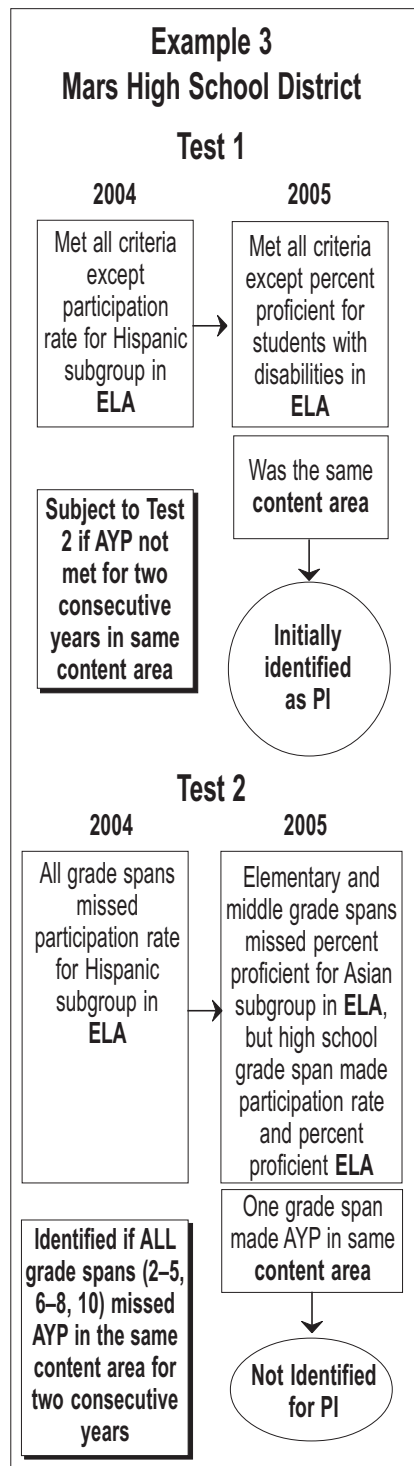
Single school districts and direct-funded charter schools are treated as schools for AYP and PI purposes. AYP results from direct-funded charter schools will not be counted in the AYP results of the sponsoring school district or county office of education. PI information for LEAs will be incorporated into the 2005 Accountability Progress Reports on September 15, 2005.

Identifying LEAs for PI is a two-step test. First, test 1 is applied. Under test 1, achievement data of LEAs that receive Title I funds are aggregated to the LEA level to determine which LEAs missed AYP in the same content area or on the same additional indicator for two consecutive years. LEAs that missed the same additional indicator criteria for two consecutive years are identified for PI. For those LEAs that missed the same content area criteria only, test 2 is applied. Under test 2, the LEA results are disaggregated by grade spans. LEAs that missed the content area criteria are identified for PI if **all** grade spans missed AYP in the same content area for two consecutive years.

Four Examples of PI Identification of Title I LEAs Indicator



Content Area



LEAs Already in PI

Three options for LEAs that have been identified for PI are as follows:

Advancing in PI

An LEA that begins the school year in PI and does not make AYP will advance to the next year of PI status. For LEAs identified as PI in 2004–05, 2005 data will not be used to advance PI LEAs to the next level. The first time PI LEAs may advance to Year 2 will be in 2006–07 based on 2006 AYP data.

Maintaining PI Status

An LEA that begins the school year in PI and makes AYP will maintain in the same PI status for the next school year. All LEAs identified for PI during 2004–05 will maintain their Year 1 PI status in 2005–06.

Exiting PI

An LEA will exit PI status by making AYP for two consecutive years. An LEA exiting PI will not be subject to Title I corrective actions or other NCLB sanctions. AYP data from 2005 will be applied toward an LEA's exit status.

LEA PI Requirements Summary

The following summary lists the provisions for an LEA entering or advancing in PI:

- The LEA, with the assistance of the state educational agency (SEA), must inform parents or guardians of the LEA's PI status.
- The LEA must develop or revise the LEA improvement plan within three months of PI identification and promptly implement the plan.
- The LEA must reserve not less than 10 percent of the LEA Title I allocation for high quality professional development. (This requirement excludes funds provided under NCLB Section 1119(i)—highly qualified teachers and paraprofessionals.) In the 10 percent, LEAs may include the school level 10 percent reservation for professional development required in PI schools.
- In Year 2 of PI, the LEA must continue to implement the revised plan.
- In Year 3 of PI, the LEA is subject to corrective action by the State Education Agency (SEA) if the LEA does not make AYP in Year 1 and Year 2.

Impact of PI Status on Providing Supplemental Educational Services

An LEA that is identified for PI may not be a supplemental educational services provider. An exception occurs in the case of providing supplemental educational services to English learners and students with disabilities. If there are no approved providers to do so, a PI LEA must provide supplemental educational services to students with disabilities and English learners directly or through a contractor.

The results of the July 2005 meeting of the State Board of Education (SBE) has an impact on county offices of education (COEs) identified for PI and on supplemental educational services. If a COE chooses to bifurcate its responsibilities, county operated schools/programs could fall into PI status while the separate county services function could apply to the state for approval to be a supplemental educational services provider.

Specific PI Requirements for LEAs

Parent/Guardian Notification Requirements

1. The state education agency (SEA) must work with the LEA to arrange for notification of the parents or guardians of each student enrolled in a school district that has been identified for PI of the LEA's PI status. The information must be provided directly through regular mail or e-mail and indirectly using the Internet, the media, or public agencies.
2. The CDE will create a template, accessible on the CDE Web site in multiple languages, that may be used by LEAs to notify parents/guardians. The notification will be written in clear, non-technical language that will be easily understood by parents/guardians. It must inform parents or guardians of:
 - The reason for identification of the LEA as PI
 - How parents or guardians can get involved in improving the LEA
 - Actions the SEA will take to improve the LEA
3. The CDE also must work with the LEA to disseminate information to parents or guardians and the public about the corrective action taken by the CDE for PI LEAs in Year 3. The CDE will publicize such information through the Internet, the media, and public agencies.

PI LEA Specific Requirements, Years 1–3

Year in PI	Responsibilities of SEA or LEA
Year 1	SEA
	<ul style="list-style-type: none"> ■ Provide or arrange for the provision of technical assistance or other assistance to the LEA, based on effective methods and instructional strategies grounded in scientifically based research. ■ Assist the LEA to revise and then implement its LEA plan for improvement. ■ Assist the LEA to work more effectively with its PI schools.
	LEA
	<p>A. Revision/development of the LEA plan</p> <ul style="list-style-type: none"> ■ Develop or revise an improvement plan within three months of PI identification based on the LEA assessment. ■ Develop the plan in consultation with parents/guardians, school staff, and others. ■ Submit the plan to the local school board for approval and then to the CDE.

Year in PI	Responsibilities of SEA or LEA
	<p>B. Content of the plan</p> <p>The purpose of revising the LEA plan is to address the deficiencies in the LEA that prevent students in its schools from achieving proficiency in reading and mathematics. The plan also must analyze and address LEA problems of leadership for schools, governance, fiscal infrastructure, and curriculum and instruction. Specifically, the plan must:</p> <ul style="list-style-type: none"> ■ Define specific measurable achievement goals and targets for each of the student subgroups, especially those that did not make AYP. ■ Incorporate strategies grounded in scientifically based research that will strengthen instruction in the core content areas. ■ Include, as appropriate, student learning activities before and/or after school, during the summer, and during any extension of the school year. ■ Provide high-quality professional development for instructional staff that focuses primarily on improved standards-based instruction. ■ Include strategies to promote effective parent/guardian involvement in the schools served by the LEA. ■ Include a determination of why the LEA's previous plan did not bring about increased student academic achievement. <p>The plan must also specify the fiscal responsibilities of the LEA and detail the required technical assistance that the SEA will provide.</p> <p>C. Reservation of not less than 10 percent of the LEA Title I allocation for high quality professional development.</p> <ul style="list-style-type: none"> ■ Use the 10 percent specifically for instructional staff to improve classroom teaching. ■ May include the 10 percent of Title I, Part A, funds that schools in PI reserve for professional development in this 10 percent total. The LEA may not include in the 10 percent total the 5 percent to 10 percent reserved by the LEA to help teachers to become highly qualified.
Year 2	SEA
	<ul style="list-style-type: none"> ■ Continue to ensure that the LEA is provided with technical assistance.
	LEA
	<ul style="list-style-type: none"> ■ Continue to implement the plan developed in Year 1.

Year in PI	Responsibilities of SEA or LEA
Year 3	<p data-bbox="586 279 638 306">SEA</p> <p data-bbox="586 338 1438 489">The SEA must take corrective action against a PI LEA if the LEA remains in PI for two years after identification. However, because the successful functioning of the LEA is critical to school and student academic achievement, the SEA may, at any time during PI, identify an LEA for corrective action as follows:</p> <ul data-bbox="586 516 1471 1297" style="list-style-type: none"> <li data-bbox="586 516 1471 632">■ Notify the LEA of its corrective action status and provide the LEA with a public hearing no later than 45 days following identification, if the LEA requests a public hearing. <li data-bbox="586 653 1354 684">■ Continue to ensure that the LEA is provided with technical assistance. <li data-bbox="586 709 1166 741">■ Take at least one of the following corrective actions: <ul data-bbox="623 772 1438 1297" style="list-style-type: none"> <li data-bbox="623 772 1256 804">• Defer programmatic funds or reduce administrative funds. <li data-bbox="623 831 1393 947">• Institute and fully implement a new curriculum based on state and local content achievement standards, including provision of research-based professional development for all relevant staff. <li data-bbox="623 968 1406 1041">• Replace the LEA staff that are related to the inability of the LEA to make adequate progress. <li data-bbox="623 1066 1430 1140">• Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision. <li data-bbox="623 1165 1438 1239">• Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and local school board. <li data-bbox="623 1264 1073 1295">• Abolish or restructure the school district. <p data-bbox="586 1325 1438 1440">In conjunction with at least one of the actions above, the SEA also may authorize students to transfer, with paid transportation, to a higher performing school that is not in PI in another LEA.</p>

NCLB PI LEA Requirements Chart

Number of Years LEA Did Not Make Adequate Yearly Progress (AYP) and Did Not Meet AYP Criteria in Each Grade Span				
One	Two	Three	Four	Five
		Planning	Plan Implementation	Corrective Action
		PI Year 1	PI Year 2	PI Year 3
		SEA	SEA	SEA
		<ul style="list-style-type: none"> Disseminate PI results with assistance of LEA to general public. Provide or arrange for technical assistance to LEA. 	Continue: <ul style="list-style-type: none"> Provide technical assistance to LEA. 	Continue: <ul style="list-style-type: none"> Technical assistance to LEA Notify parents or guardians and public of corrective action taken by SEA
		LEA	LEA	
		<ul style="list-style-type: none"> Notify parents or guardians, with SEA assistance, of <ul style="list-style-type: none"> The identification of LEA as PI Reasons for PI identification How they can get involved in improving LEA Actions the SEA will take to improve the LEA Revise/develop improvement plan within three months of identification. Consult with parents, guardians, school staff and others in development of plan. Implement plan immediately in current school year following plan development. Reserve not less than 10% of its Title I, Part A funds for high-quality professional development. 	Continue: <ul style="list-style-type: none"> Implement plan from Year 1 	Add: <ul style="list-style-type: none"> Provide public hearing to LEA within 45 days following notice of corrective action. May take corrective action at any time during improvement process, if necessary, but <u>must</u> take action during Year 3. Take at least <u>one</u> corrective action: <ul style="list-style-type: none"> Defer programmatic funds or reduce administrative funds. Institute new curriculum and professional development for staff. Replace LEA staff. Remove individual schools from jurisdiction of LEA and arrange for governance. Appoint trustee in place of superintendent and school board. Abolish or restructure LEA.
Did not make AYP <u>and</u> did not meet AYP grade span criteria (2003-04)*	Did not make AYP <u>and</u> did not meet AYP grade span criteria (2004-05)*			

*Revised by State Board of Education at its March 9, 2005, meeting.

Appendixes

Inclusion/Exclusion Rules

CDE Contacts and Related Internet Sites

Inclusion/Exclusion Rules

Prior to calculating the API or AYP, decisions are necessary about how to include, exclude, or account for test scores or records to be used in the calculations. These inclusion/exclusion rules are applied prior to calculating the API or AYP and do not affect the score a student receives. The inclusion/exclusion rules for API, AYP, STAR Program, or *CAHSEE* reporting do not always match.

Inclusion/exclusion rules described in this section apply to the 2005 AYP portion of the 2005 Accountability Progress Report. For inclusion/exclusion rules pertaining to the 2005 API in the report, consult the *2004 Academic Performance Index Base Information Guide*, which is available on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>. The 2004 API Base rules are nearly identical to the 2005 API Growth rules because they pertain to the same 2004–05 API reporting cycle. The *2004–05 Academic Performance Index Growth Information Guide* will be available in October 2005 when the complete 2004–05 API Growth reports are posted on the Internet.

Rules for including, excluding, or accounting for student records in AYP calculations are integrally related to the process of defining the data elements used in the calculation. For the AYP, the primary data elements are the number enrolled, the number tested, the number of valid scores, and the number of proficient and above. The tables on the following pages define these data elements for the 2005 AYP. The inclusion/exclusion rules are explained within the context of the data element definitions.

New in 2005, student records with a valid district of residence code and a valid disability code (other than 000) shall be calculated with the district of residence for LEA accountability IF the school of attendance (normal county-district-school code) is either of the following:

■ **County office of education special education school**

OR

■ **LEA special education school**

These schools are classified as special education in the public schools directory.

Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) Enrollment (CAHSEE)	Number Tested	Number Valid Scores	Number Proficient or Above
Columns:	A	B	C	D
Level of Calculation:	School or LEA	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately
Calculation for Grades 2–8 CST or CAPA	<p>Enrollment first day of testing =</p> <p>Number of 2005 STAR student answer documents, grades 2–8</p> <p>LESS</p> <p><u>Students not enrolled or unmatched records</u></p> <ul style="list-style-type: none"> Students who moved before test was given Unmatched CAT/6 Survey records, grade 3 Unmatched CST writing tests or writing only tests, grades 4 and 7 For schools and school subgroups, student's enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the CBEDS date For LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date <p><u>Students with medical emergencies</u></p> <ul style="list-style-type: none"> Student records marked as "Not tested due to significant medical emergency" are not included. 	<p>Number tested =</p> <p>Enrollment on first day of testing (results of Column A)</p> <p>LESS</p> <p><u>Untested students</u></p> <ul style="list-style-type: none"> For CST, student records with 0 items attempted, unless student sat for test CAPA records with 0 items scored 	<p>Number valid scores =</p> <p>Number tested (results of Column B)</p> <p>LESS</p> <p><u>Mobile students</u></p> <ul style="list-style-type: none"> For schools, student records that show student was NOT continuously enrolled in the school since the CBEDS date For LEAs, student records that show student was NOT continuously enrolled in the LEA since the CBEDS date <p><u>New English learners</u></p> <ul style="list-style-type: none"> English learners who were first enrolled in a U.S. school after March 15, 2004 	<p>Number proficient and above =</p> <p>Number of valid scores (results of Column C) that have a performance level of proficient or advanced</p> <p>ADJUSTMENTS</p> <p><u>Irregularities</u></p> <ul style="list-style-type: none"> Results of records marked as testing irregularity are counted as not proficient for the content area marked. <p><u>Modifications</u></p> <ul style="list-style-type: none"> Results of records showing testing with modifications are counted as not proficient for the content area marked. <p><u>No performance level</u></p> <ul style="list-style-type: none"> Results of records counted as tested but without a valid performance level are counted as not proficient for the content area. <p><u>Below level</u></p> <ul style="list-style-type: none"> For CST, results of records showing the test was administered below level are counted as not proficient. If an eighth grader takes the General Math test, it is not below level; if the eighth grader takes the seventh grade test booklet, it is below level.

Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) Enrollment (CAHSEE)	Number Tested	Number Valid Scores	Number Proficient or Above
Columns:	A	B	C	D
Level of Calculation:	School or LEA	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately
Calculation for Grade 10 CAHSEE	<p>Enrollment = Sum of all census 2005 CAHSEE student answer documents for grade 10, except for May test dates</p> <p><u>ADJUSTMENTS</u> <u>Previously passed</u></p> <ul style="list-style-type: none"> Student records marked as previously passed (Code R) are not included. <p><u>Students with medical emergencies</u></p> <ul style="list-style-type: none"> Student records marked as "Not tested due to significant medical emergency" are not included. <p><u>Census and Make-Ups</u></p> <ul style="list-style-type: none"> If a record has no census or make-up flag, it is treated as census. If a school has no February/March records marked as census, then all records are treated as census. If a school has more records marked as make-up than absent February/March census, then all records are treated as census. May census records are NOT included in the enrollment on the number tested. All other make-up records are excluded. 	<p>Number tested = Enrollment (results of Column A)</p> <p>LESS <u>Untested</u></p> <ul style="list-style-type: none"> Student records coded as Absent (Code A) Student records coded as Did Not Attempt (Code X), unless one or more questions were answered <p>ADD <u>Make-Ups</u></p> <ul style="list-style-type: none"> Student records that indicate a March or May make-up exam and tested <p><u>CAPA</u></p> <ul style="list-style-type: none"> Student records with a valid disability code marked as taking the CAPA are included. 	<p>Number valid scores = Number tested (results of Column B)</p> <p>LESS</p> <ul style="list-style-type: none"> Same as grades 2–8 	<p>Number proficient and above = Number valid scores (results of Column C) that have a proficient or above on Grade 10 CAHSEE</p> <p><u>ADJUSTMENTS</u> <u>Irregularities/Pending</u></p> <ul style="list-style-type: none"> Student records marked as testing irregularity (code "C") or as pending (code "H") are counted as not proficient for the content area marked. <p><u>Modifications</u></p> <ul style="list-style-type: none"> Student records showing testing with modifications (code "I") are counted as not proficient for the content area marked. <p>Proficient or above on the CAHSEE is an ELA scale score of at least 380 or a mathematics scale score of at least 380.</p>

Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) Enrollment (CAHSEE)	Number Tested	Number Valid Scores	Number Proficient or Above
Columns:	A	B	C	D
Level of Calculation:	School or LEA	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately
Calculation for Grade 10 CAPA	Enrollment first day of testing = Number of CAHSEE census student answer documents, grade 10 (use CAHSEE definitions on previous page)	Number tested = Number of CAPA student answer documents, grade 10, with one or more questions answered OR marked as present with no questions answered	Number valid scores = Number tested (results of Column B) LESS <ul style="list-style-type: none"> Same as CST, grades 2-8 	Number proficient and above = Number valid scores (results of Column C) that have a performance level of proficient or advanced ADJUSTMENTS <ul style="list-style-type: none"> Same as CST, grades 2-8, except there are no below level adjustments
Schools and LEAs with grade spans that contain both Grade 8 and Grade 10	Sum of both grades 2-8 and 10 results			

NOTES:

For AYP, participation rate is generally the results of Column B divided by Column A, and percent proficient is generally the results of Column D divided by Column C.

LEA totals should exclude enrollment numbers and test results from direct-funded charter schools that share county-district codes with LEAs. There is a record for each LEA (each distinct county-district code combination) with zeros in the fields reserved for the school.

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
PSAA and NCLB Title I Accountability <ul style="list-style-type: none"> NCLB Title I Accountability requirements and AYP Appeals API and AYP Calculation and Accountability Progress Reports 	<p>Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov</p> <p>Evaluation, Research, and Analysis Office (916) 319-0875 evaluation@cde.ca.gov</p> <p>Academic Accountability Unit (AAU) (916) 319-0863 aau@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/ac/pa/</p> <p>http://www.cde.ca.gov/ta/ac/ay/</p> <p>http://api.cde.ca.gov</p> <p>http://www.cde.ca.gov/ta/ac/ap/</p> <p>http://ayp.cde.ca.gov</p> <p>http://www.cde.ca.gov/ta/ac/ay/</p>
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> NCLB Corrective Actions for Program Improvement 	<p>School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov</p>	<p>http://www.cde.ca.gov/nclb/</p>
NCLB Title III Accountability	<p>Language Policy and Leadership Office (916) 319-0845</p>	<p>http://www.cde.ca.gov/sp/el/t3</p>
Statewide Assessments <ul style="list-style-type: none"> STAR – CST and CAT/6 Survey, and CAPA STAR – CAPA CAHSEE 	<p>Standards and Assessment Division (916) 445-9441</p> <p>Standardized Testing and Reporting Office (916) 445-8765 star@cde.ca.gov</p> <p>Special Education Division, Assessment, Evaluation, and Support Office (916) 323-3702</p> <p>High School Exit Exam Office (916) 445-9449</p>	<p>http://www.cde.ca.gov/ta/tg/sr/</p> <p>http://www.cde.ca.gov/sp/se/sr/capa.asp</p> <p>http://www.cde.ca.gov/ta/tg/hs/</p>

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools <ul style="list-style-type: none"> • High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • Intervention Assistance 	<p>School Improvement Division (916) 319-0830</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p>	http://www.cde.ca.gov/ta/lp/
API Awards Programs: <ul style="list-style-type: none"> • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act 	<p>Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov</p>	http://www.cde.ca.gov/ta/ac/pa/awards.asp
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	<p>Educational Options Office, Secondary, Postsecondary and Adult Leadership Division (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564</p>	http://www.cde.ca.gov/ta/ac/am
Special Education Issues	<p>Special Education Division Assessment, Evaluation, and Support Office (916) 445-4628</p>	http://www.cde.ca.gov/sp/se/
Charter Schools Issues	<p>Charter Schools Division (916) 322-6029</p>	http://www.cde.ca.gov/sp/cs/